

UNIVERSITY *of* HOUSTON

**DEPARTMENT of COMMUNICATION
SCIENCES and DISORDERS**

**GRADUATE PROGRAM
STUDENT HANDBOOK**



2017-2018

*Department of Communication Sciences and Disorders
100 Clinical Research Center
Houston, TX 77204-6018
713-743-2897*

UNIVERSITY of HOUSTON

College of Liberal Arts and Social Sciences
Department of Communication Sciences and Disorders

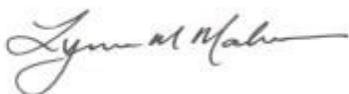
Dear Graduate Student:

Welcome to the Department of Communication Sciences and Disorders at the University of Houston. The faculty and staff are proud of our department and we are delighted that you have chosen to study with us. As you know, the Master's program in Communication Sciences and Disorders is designed to prepare you for a career as a speech-language pathologist. These professionals provide diagnostic and treatment services to individuals who exhibit a variety of communication disorders, and our program will provide you with experience with many of these. In addition, a degree in Communication Sciences and Disorders includes in-depth study of normal speech and language development across the lifespan, speech and hearing science, cultural differences in communication, and prevention of speech and hearing disorders. These are exciting and evolving fields of study and you will find yourself constantly challenged to learn new information.

Our department has excellent academic and clinic offerings. The curriculum is designed to provide you with the knowledge needed to pursue an advanced degree in Speech-Language Pathology or Audiology. The University Speech, Language, and Hearing Clinic: A United Way Facility serves a wide range of clients offering you the opportunity to observe individuals with a variety of speech and hearing impairments. Our program also has numerous affiliations with local schools, hospitals, and rehabilitation facilities. Many of our faculty are also engaged in research related activities that may add to your educational experience. We hope that you avail yourself of these opportunities to achieve a well-rounded academic and clinical education that prepares you for further study.

The purpose of this handbook is to provide information about the department and the requirements for your program. It includes essential information that you will need during your course of study, and it is important that you review these materials carefully, including the appendices. This handbook will be augmented by other information from the clinic in the Clinic Handbook, your specific academic advisor, and the graduate catalogue of the University of Houston, which can be found online via a link from our home page at www.ComD.uh.edu. It is your responsibility to know the procedures for this program and university policies, and the faculty will make every effort to work with you to ensure your success. We are looking forward to guiding you in your academic and professional development.

Sincerely,



Lynn M. Maher, Ph.D.
Chair and Professor

UNIVERSITY of
HOUSTON

College of Liberal Arts and Social Sciences
Department of Communication Sciences and Disorders

Dear Graduate Student,

WELCOME to UH COMD. We are excited and honored to be part of your journey toward a rewarding career in speech-language pathology. The field is challenging, and that, my dear student, is why you worked so hard to get here. And got here you did. The next few years will seem both never ending and never slowing. When you walk away, with *another* diploma in hand, you'll be quite proud.

Your professors are here to ensure that you meet the targets that have been established by the accreditation agencies. But you have professors, staff, and clinical educators who are more than standards and targets. So, ask questions. Learn even MORE than the standards. Everyone wants you to succeed; work hard, work together, and work smart, and it will happen. Don't forget to leave the building now and then. Take a walk. Get a coffee. Study by a fountain.

Your program starts out in full gear. Get your seatbelts on and computers ready. Let's get going. And if you hit a roadblock, let us help.

I look forward to meeting you all, or meeting you in a new light.
All the best,



Michelle L. Ivey, Ph.D.
Graduate Program Coordinator

TABLE OF CONTENTS

<u>ComD Mission Statement and Program Goals</u>	5
<u>Faculty and Staff</u>	6
<u>Scholarships</u>	11
<u>Graduate Assistantships and Instructional Assistantships</u>	14
<u>Prerequisites for Graduate Program</u>	15
<u>Petitioning for Graduate Credit</u>	17
<u>Academic Advising</u>	17
<u>Special Needs</u>	17
<u>Copying Rules</u>	18
<u>Social Media Policy</u>	18
<u>Complaint Policy</u>	20
<u>Academic Progress</u>	21
<u>Dropping Courses</u>	22
<u>Withdrawal from Program</u>	23
<u>Petitioning for Reinstatement</u>	23
<u>FERPA</u>	23
<u>Certification of Clinical Competence, KASA and CALPSO</u>	24
<u>Graduate Curriculum Full Time</u>	27
<u>Graduate Curriculum Part Time</u>	28
<u>Clinical Programs</u>	29
<u>Specialty Concentrations</u>	30
<u>Evidence Based Practice Reports</u>	31
<u>Comprehensive Examinations</u>	31
<u>Thesis Option</u>	32
<u>Praxis II</u>	32
<u>Graduation</u>	32
<u>Graduation Exit Procedures</u>	33
<u>Texas Licensure</u>	33
<u>Professional Organizations</u>	34
<u>Appendix A – University of Houston Policy on Academic Honesty</u>	36
<u>Appendix B – Communication Sciences and Disorders Grievance Policy</u>	44

<u>Appendix C – Thesis Guidelines</u> -----	46
<u>Appendix D – Additional Financial Resources</u> -----	49
<u>Appendix E – Emergency Procedures</u> -----	50
<u>Appendix F – Standards for the Certificate of Clinical Competence</u> -----	54
<u>Appendix G – Standards for Accreditation of Graduate Programs</u> -----	59
<u>Appendix H – ASHA Code of Ethics</u> -----	70
<u>Appendix I – Eligibility Requirements and Essential Functions</u> -----	74
<u>Appendix J – Acknowledgement of Graduate Handbook Review</u> -----	76

ComD MISSION STATEMENT

The mission of the Program in Communication Sciences and Disorders at the University of Houston is to advance the understanding of typical and disordered speech, language, and hearing through excellence in teaching, scholarship and service to the community.

PROGRAM GOALS

Goal 1: Teaching

The educational focus of our mission includes pre-professional training in communication disorders for undergraduate and post baccalaureate students, research and professional training in Speech - Language Pathology for graduate students, and continuing education opportunities for professionals.

Undergraduate level: Our goal is to recruit and retain highly capable, academically qualified, broadly educated individuals from a variety of backgrounds. They will be educated to be: knowledgeable about culturally diverse groups of all ages, especially as they exist in an urban environment, 2) critical thinkers, and 3) well-prepared for graduate study in communication disorders.

Graduate level: Our goal is to provide the highest quality instruction, laboratory experiences and clinical practica to prepare students to function competently as speech-language pathologists in all professional settings. Graduates of the program will meet eligibility requirements for licensure by the state of Texas and certification by the American Speech-Language-Hearing Association. Graduates of the program will be prepared to pursue a terminal degree in Communication Sciences and Disorders or a related field.

Goal 2: Scholarship

The scholarship component of our mission consists of fostering an environment that encourages and supports students and faculty to participate in scientific inquiry. The research activities will increase basic and applied knowledge in the areas of normal and disordered speech, language, and hearing sciences.

Goal 3: Service

The goal of the service component is to provide high quality speech, language and hearing services to the community. Services will be provided on the University of Houston campus and at community outreach centers to individuals from all cultures, ages, and abilities.

The University of Houston is accredited by the Southern Association of Colleges and Schools (SACS), and the UH graduate program in ComD is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The standards for accreditation can be found in [Appendix G](#).

FACULTY and STAFF

Lynn M. Maher, Ph.D., CCC-SLP. Professor and Department Chair. Dr. Maher is Professor and Chair of the Department of Communication Sciences and Disorders at the University of Houston. Dr. Maher has an adjunct faculty appointment at Rice University, and is a Founding Board Member of the Houston Aphasia Recovery Center, and is the Executive Director of the University Speech-Language-Hearing Clinic: A United Way Agency (USLHC). Her research interests, funded by the NIH and previously by the VA Rehab R & D, are in the understanding and rehabilitation of aphasia and related disorders.

Cherece Andrews, Au.D., Clinical Assistant Professor. Since 2008, Cherece N. Andrews has been a senior audiologist at Texas Children's Hospital. In that role, her duties included supervising graduate audiology students and accurately assessing and identifying hearing loss in pediatric patients. Dr. Andrews has served as a volunteer audiologist in Kumasi, Ghana with an organization called Sound Seekers since 2013. She earned her Doctor of Audiology degree from the University of S. Florida and did her undergraduate work at the University of Florida.

Margaret Lehman Blake, Ph.D., CCC-SLP. Associate Professor. Dr. Blake received her master's degree from Arizona State University and her doctorate from the University of Pittsburgh. She completed a post-doctoral fellowship at the Mayo Clinic. She teaches a variety of courses including undergraduate anatomy and neuroscience and graduate courses in cognitive disorders and research. She received a Teaching Excellence Award in 2016. Her primary research interests are cognitive-communication disorders due to right hemisphere brain damage and mild traumatic brain injury. Dr. Blake also serves as advisor to the part-time graduate students.

Melissa Bruce, M.S., CCC-SLP, BCS-F. Clinic Director. Melissa Bruce has over 35 years of clinical and teaching experience. Ms. Bruce resumed her clinical teaching career at the University of Houston in 2007, after having been Clinic Director at the University of Vermont for eleven years. She oversees the graduate clinical training program, and directs the Fluency Specialty Clinic. Ms. Bruce has presented locally, regionally, and nationally in the areas of family-centered service delivery, clinical training, and stuttering intervention. She is an ASHA Fellow, a Board Certified Fluency Specialist and Mentor, and a charter member of the Lidcombe Program Trainers Consortium.

Ferenc Bunta, Ph.D., Associate Professor. Dr. Bunta received his Ph.D. from Arizona State University, Department of Speech and Hearing Science and completed a postdoctoral fellowship in the Department of Communication Sciences and Disorders at Temple University with a joint appointment in the Bilingual Language Laboratory and the Eleanor M. Saffran Center for Cognitive Neuroscience. His research focuses on bilingual and cross-linguistic phonological acquisition. Dr. Bunta has taught courses on phonetics, phonology, speech and language acquisition, and speech science. He also serves as one of the graduate advisors.

Anny Castilla-Earls, Ph.D., Associate Professor. Dr. Castilla-Earls received her Ph.D. from the University of Toronto, and worked as an Assistant Professor at the State University of New York Fredonia prior to moving to Houston. Her research interests lie in the areas of language development and language assessment, with an emphasis on the reliable direction of language disorders in bilingual children. She is currently funded by the NIDCD of the NIH. Dr. Castilla-Earls teaches classes in language development and disorders.

Laura Cizek, M.A., CCC-SLP. Clinical Associate Professor & Post-Baccalaureate Leveling Program Coordinator. Ms. Cizek supervises graduate students at the USLHC in the areas of speech sound disorders and accent modification. Additionally, she coordinates and supervises speech and hearing screenings in the clinic as well as the community. Ms. Cizek teaches undergraduate courses in clinical procedures, phonetics, and speech development and disorders. She is a UH ComD graduate and the department liaison for the ComD Alumni Association.

Stephanie Daniels, Ph.D., CCC-SLP. Professor. Dr. Daniels received her Ph.D. from Louisiana State University and worked for numerous years as a speech-language pathologist and research scientist at VA Medical Centers in New Orleans and Houston. Her research, previously funded by the Department of Veterans Affairs, is focused on neurogenic dysphagia, particular in stroke survivors. She teaches the graduate course in dysphagia and undergraduate anatomy and physiology. She serves as one of the graduate advisors. Dr. Daniels is an ASHA Fellow and Past – President of the Dysphagia Research Society.

Martha Dunkelberger, Ph.D., CCC-SLP. Instructional Associate Professor & Undergraduate Program Coordinator. Dr. Dunkelberger earned her master's degree from Governors State University and her Ph.D. from the University of Houston College of Education. She joined the University of Houston Department of Communication Sciences and Disorders in 1997 following eight years of clinical practice. Her research interests concern the developmental progression of phonological systems and literacy skills in preschool and school-aged children. Dr. Dunkelberger is a recipient of a 2011 UH Teaching Excellence Award.

Janet Eckert, M.S., CCC-SLP. Externship Coordinator & Clinical Educator. Ms. Eckert earned her B.A. from Baylor University, and her M.S. from Texas Woman's University. Her experience primarily includes public schools and private practice, specializing in the assessment and treatment of the preschool population. Additionally, she is a Hanen certified facilitator addressing both family focused programs for parents and early childhood educators.

Michelle Ivey, Ph.D., CCC-SLP. Instructional Associate Professor & Graduate Program Coordinator. Dr. Ivey received her bachelor and master's degrees from the University of Cincinnati and her doctorate at Georgia State University. She has years of pediatric experience with a specialty in research and therapy with children who have social pragmatic language disorders such as autism. Dr. Ivey teaches undergraduate and graduate courses in child language development, disorders, and treatment. She also serves as a clinical educator.

Kay James, M.S., CCC-SLP. SLPA Program Coordinator, Instructor, & Clinical Educator. Ms. James is a graduate of San Francisco State University, and Pacific Union College. Ms. James teaches courses in Professional Ethics for the SLPA, and Competencies and Strategies for the SLPA. Ms. James has worked in a variety of settings providing speech, language, swallowing, and voice therapy to people of all ages. She has run a successful private practice for many years. Currently, she is particularly interested in the area of voice disorders and is working with the USLHC to develop a wide-reaching voice specialty program.

Kia Johnson, Ph.D., CCC-SLP. Associate Professor. Dr. Johnson completed her doctoral training in hearing and speech sciences at Vanderbilt University. She received her master's and baccalaureate degrees in communication disorders from Howard University and Truman State University, respectively. Dr. Johnson specializes in fluency disorders, with a specific focus on young children who stutter. Her current research interests include (1) investigating the influences of

temperamental variables on developmental stuttering in young children and (2) bilingualism and stuttering in children.

Audrey Jones, Financial Coordinator. Ms. Jones is responsible for billing and other finances for the clinic. She assists in department travel arrangements.

Ashwini Joshi, Ph.D., CCC-SLP. Assistant Professor. Dr. Joshi received her doctorate from the University of Kentucky and examined effects of vocal fold paralysis in the brain. Her current research interests include assessment methods for voice and rehabilitation after vocal fold surgery. She teaches undergraduate and graduate courses in anatomy and physiology, speech science, motor speech disorders, and voice disorders.

Michele Ozgen, Clinic Receptionist. Ms. Ozgen manages reception for the clinic, including client scheduling and intake. She also functions as an audiology technician.

Byron Ross, Ph.D., CCC-SLP. Instructional Associate Professor. Dr. Ross earned his M.S. from the University of Central Arkansas, and his Ph.D. from the University of Nebraska. His interests include school-aged children, adolescents, and young adults with autism spectrum disorders. He also has an interest in assessment and intervention using augmentative/alternative communication with individuals with severe disabilities.

Amber Thiessen, Ph.D., CCC-SLP. Assistant Professor. Dr. Thiessen received her master's degree and Ph.D. from the University of Nebraska-Lincoln. She teaches graduate courses in augmentative and alternative communication (AAC) and cognition in adults. Dr. Thiessen's primary research focus is on augmentative and alternative communication for adults with neurological conditions.

Elizabeth Shepard, Department Business Administrator. Ms. Shepard manages personnel processing, hiring, including TA and RA positions, budgets, and grants.

Anthony Tello, Undergraduate Advisor. Mr. Tello assists the undergraduate ComD students in program planning and registration.

ADJUNCT FACULTY

Nicole Bishop, M.A., CCC-SLP. Clinical Educator. Mrs. Bishop is a clinical educator at the USLHC and UH Sugar Land Campus. She provides clinical practicum education and supervision for individuals involved in the Fluency Specialty Clinic Program. Mrs. Bishop is a Chapter Leader for the National Stuttering Association's Sugar Land Family Chapter. She is a speech-language pathologist and business owner of *Speech Therapy Works*, a pediatric practice in Sugar Land. Mrs. Bishop's primary areas of interest and expertise are in the assessment and treatment of individuals with fluency disorders, speech sound disorders (articulation and phonological processes), and language disorders.

Kenyetta Bolling, M.S., CCC-SLP. Clinical Educator. Ms. Bolling is a part-time clinical educator at the USLHC. Her expertise is in the areas of autism, early childhood language and oral/aural rehabilitation. She has worked in a variety of settings including schools, private clinics, and home health. Ms. Bolling is active in city and state wide professional organizations that promote the field of speech-language pathology. She has also conducted numerous trainings and workshops with students, parents, and other related professionals. Currently, Ms. Bolling is the Supervising Speech

Pathologist at an ABA clinic and provides clinical education/supervision at USLHC and other off-campus sites.

Sandy Fertman, M.A., CCC-SLP. Clinical Educator. Mrs. Fertman is a part-time clinical educator at the USLHC. Her expertise is in the area of rehabilitating adults with neurogenic disorders. She has worked in the medical field throughout her career providing speech pathology services to individuals with swallowing, speech, language, and cognitive deficits.

Rysse Goldfarb, M.A., CCC-SLP. Clinical Educator. Ms. Goldfarb serves as a part-time clinical educator in our community outreach settings affiliated with the USLHC. She has experience working in public schools and private practice settings. Her primary area of interest is treatment of speech and language disorders in preschool and school-age populations.

Rebecca Gonzalez, M.S., CCC-SLP. Clinical Educator. Ms. Gonzalez is a part-time clinical educator at the USLHC. Her area of expertise is the evaluation and treatment of speech and language disorders in children and adults who are culturally and linguistically diverse. Ms. Gonzalez' experience comes from working in the public schools and private practice. In addition, she served on the TSHA Financial Advisory Committee from 2008-2011 and participates on TSHA's CLD Task Force.

Megan Joseph, M.Ed., CCC-SLP. Clinical Educator. Ms. Joseph is a clinical educator at the USLHC. She has 10 years' experience and expertise in the areas of adult communication, cognitive disorders, and swallowing disorders. Ms. Joseph has worked in a variety of settings, including acute and critical care, inpatient rehabilitation, long-term acute care, skilled nursing, and outpatient rehabilitation. Her primary interest areas include aphasia, apraxia, and cognitive disorders.

Amy King, M.S., CCC-SLP. Clinical Educator. Ms. King serves as a part-time clinical educator in our community outreach settings affiliated with the USLHC. She has expertise in the areas of cleft palate, neurogenic disorders, aural rehabilitation and pediatric speech and language disorders.

Karen King, M.A., CCC-SLP. Clinical Educator. Ms. King serves as a part-time clinical educator in our community outreach settings affiliated with the USLHC. She provides expertise in serving the needs of preschool and school-age children with speech and language disorders.

Christina Nelson, M.A., CCC-SLP. Clinical Educator. Ms. Nelson is a part-time Clinical Educator at the University of Houston Speech, Language, and Hearing Clinic. She has experience working in public schools and clinics. Her area of expertise is the evaluation and treatment of speech and language disorders in children and adults who are culturally and linguistically diverse.

Brittney Pettis, Ph.D., CCC-SLP. Clinical Educator. Dr. Pettis received her master's degree from Howard University and her doctorate from Prairie View A&M University. She received a grant from the U.S. Department of Education to attend Howard University specializing in multiculturalism. Her area of expertise is the evaluation and treatment of speech and language disorders in children and adults who are culturally and linguistically diverse. Dr. Pettis currently serves part-time as the Coordinator of Cougar Communication Groups, and a clinical educator at the USLHC. She currently serves as the President of the Houston Affiliate for the National Black Association of Speech-Language and Hearing.

Jennifer Rose, M.S., CCC-SLP. Clinical Educator. Mrs. Rose is a part-time

clinical educator at the USLHC. She also works part-time in a private practice. Additionally, Mrs. Rose has experience working in public and private schools settings. Her primary area of interest is treatment of speech and language disorders in preschool and school-age populations.

Frankie B. Sims, M.S., CCC-SLP. Clinical Educator. Ms. Sims is a part-time clinical educator at the USLHC. Her expertise is in the areas of cochlear implants, aural rehabilitation, and post-stroke language recovery. She was a clinical Supervisor at Texas Tech University Health Sciences Center before coming to UH. She recently launched our adult aural rehabilitation group services, in addition to overseeing the individual sessions. Ms. Sims oversees these services at the USLHC and at the UH Sugarland Campus.

Alayna Townsend, Ph.D., CCC-SLP. Clinical Educator. Ms. Townsend serves as a part-time clinical educator in our community outreach setting affiliated with the USLHC. In addition, Dr. Townsend teaches Phonetics in the UH ComD SLP-Assistant Certificate Program. She has experience working in public schools, charter schools, and private practice settings. Her expertise is in the areas of pediatric speech and language disorders and autism.

Stefanie Trachtenberg, M.A., CCC-SLP. Clinical Educator. Mrs. Trachtenberg is a part-time clinical educator at the USLHC and at various community outreach settings for the University of Houston. She has experience working in public and private schools, and private practice settings. Her primary area of interest is treatment of speech and language disorders in preschool and school-age populations.

Alexandra Treviño, M.S., CCC-SLP. Clinical Educator. Ms. Treviño is a part-time clinical educator at the USLHC. She is also employed as the lead speech-language pathologist at YES Prep Public Schools. Ms. Treviño's areas of expertise focus primarily on school-based issues, specifically with language-based learning disabilities in adolescents and intervention for reading and writing. Before becoming a school-based speech-language pathologist, Ms. Treviño worked at M.I.T. investigating outcomes for adults with cochlear implants. She currently provides clinical education in the area of aural rehabilitation.

Dionne Walker, M.A., CCC-SLP. Clinical Educator. Ms. Walker is a part-time clinical educator at the USLHC supervising graduate students in our community outreach settings. Her expertise is in the areas of autism, oral motor/dysphagia and feeding issues, and pediatric speech and language disorders. She has worked in a variety of settings including schools, private practice, medical settings, and home health. She has also conducted numerous trainings and workshops with students, parents and other related professionals.

EMERITUS FACULTY

Martin Adams, Ph.D. CCC-SLP. Professor Emeritus. Dr. Adams is former Chair of the program in Communication Sciences and Disorders, with an area of expertise in fluency.

Lynn S. Bliss, Ph.D. CCC-SLP. Professor Emeritus. Dr. Bliss was chair of the Communication Sciences and Disorders Department from 1997-2006. Dr. Bliss' research focuses on the oral personal narratives of children with language impairments. She has published articles on the cultural influences of narration. She is the author of two books, *Discourse Impairments* and *Narrative Patterns*. Dr. Bliss is an ASHA Fellow and was a Fulbright Scholar on the Island of Cyprus.

Susann Dowling, Ph.D. CCC-SLP. Professor Emeritus. Dr. Dowling taught in the areas of anatomy and physiology, phonology and supervision. Her research focused on phonological disorders, the supervisory process and clinical training. Dr. Dowling is an ASHA Fellow, a teaching award winner and recipient of the Supervisor of the Year Award.

SCHOLARSHIPS and TRAINEESHIPS

The following scholarships and traineeships are part of the ComD department. Further information regarding financial aid is available in [Appendix D](#).

The Beck Endowed Fellowship

This honors Drs. Jack and Tina Bangs. Four recipients are identified each year. Recipients commit to work a minimum of 10 hours a week for 6-months (January through June or July through December) at a local community clinic under the supervision of a UH Clinical Educator. Reappointment can be made one time. Second year graduate students awarded a Beck Fellowship during a registered extern placement term (ComD 7392) may count the experience as *PART* of the child externship experience, and will have additional clinic/extern assignment(s).

For first year graduate students awarded a Beck Fellowship, the experience will count as their ComD 7391 assignment (e.g., Clinic II, III), and they will not have clients assigned outside of the Beck community outreach setting. Thus, the experience does not fulfill pediatric extern placement requirements when completed during ComD 7391. Selection of awardees is based on academic and clinical skills. Fluency in Spanish is an advantage.

- **Eligibility:** Applicants must have completed at least one term of clinic at the UH Speech, Language & Hearing Clinic.
- **Fellowship amount:** \$14.00 per hours, minimum of 10 hours a week for six months, not to exceed \$4,000 per fellow.
- **Responsibilities:** Recipient works 10 hours/week for 6 months in a local community clinic. This placement fulfills the requirement for a school/child externship.
- **Application deadline:** April and October of each year. Application consists of a letter of interest and resume. Selected individuals will be interviewed for the position.
- **Award date:** January and July of each year.

Scholarships for Enrolled Graduate Students

The Margaret C. Crabtree Scholarship

This scholarship honors Dr. Margaret C. Crabtree for her outstanding contributions to the field of Speech-Language Pathology. This scholarship is awarded by the Texas Speech-Language Hearing Foundation (TSHF) and awarded to a graduate student who is committed to working in the public schools.

- **Eligibility:** Students who successfully complete the first term of the graduate program and express desire to work in the public schools after graduation.
- **Award amount:** \$500
- **Application deadline:** Application and letter of intent are due around December 1. Go to the TSHFoundation website for more details.
- <http://www.tshfoundation.org/page/tsh-foundation-scholarship-awards>
- **Award Date & Announcement:** The winner receives notice in January/February. The award is given and formally announced TSHF banquet at the TSHA Annual Convention (www.txsha.org) in the spring.

Criteria for selecting the scholarship recipient shall include, but is not limited to the following:

- Academic & clinical excellence
- Educational & community achievements
- Interest in working in the public schools

Selection:

- All submitted applications will be reviewed by at least 3 members of the ComD Scholarship Committee. Decisions are made based on the strength of the application and how closely the students' interests match those of the scholarship

HACD Scholarship Provided through the Texas Speech Language Hearing Foundation Endowment Fund

This cash award is presented by the Houston Association for Communication Disorders (HACD) to a full time student currently enrolled in a graduate program in Communication Sciences and Disorders at either the University of Houston or Lamar University

- **Eligibility:** All students in the ComD Master's program
- **Award amount:** generally \$1000
- **Application deadline:** Fall
- **Award Date & Announcement:** The award is given and formally announced TSHF banquet at the TSHA Annual Convention (www.txsha.org) in the spring. The recipient is also honored at the HACD Awards banquet in May.

Criteria for selecting the scholarship recipient shall include, but is not limited to the following:

- letters of recommendation
- academic excellence
- written statement of professional goals and how award will further academic & professional interest
- interview with the HACD Scholarship Committee
- Go to www.HACD.org for specific details and deadlines

Selection:

- Selected by the HACD scholarship committee under the direction of the Awards Chairperson who will be appointed by the Vice President for Public Relations

Mary Curl Outstanding Graduate Student Clinician Award

This cash award (generally \$500) is given by the Houston Association for Communication Disorders (HACD) to recognize the achievements of a graduate student with remarkable clinical skills enrolled in the Communication Sciences and Disorders program at the University of Houston.

- **Eligibility:** All graduate students in ComD
- **Award amount:** \$500
- **Application deadline:** no application required
- **Award date:** Award is given at the ComD graduation reception in May

Selection:

- UH clinical faculty members in the Communication Sciences and Disorders Department make recommendations to the scholarship committee based on the student's diagnostic work, therapy planning and implementation, and related abilities

The scholarship committee makes the final decision on the award recipient based on the recommendations.

Genevieve Arnold Scholarship

This scholarship honors Dr. Genevieve Arnold who developed the University of Houston's program in Communication Disorders over thirty years ago.

- **Eligibility:** Part-time students enrolled in the ComD graduate program
- **Award amount:** up to \$2000 (\$1,000 each for the last 2 terms in the program).
- **Application deadline:** 12th class day of the first spring term in the graduate program
- **Award date:** August of 3rd year in graduate program.

Criteria for selecting the scholarship recipient shall include, but is not limited to the following:

- Good academic & clinical standing
- Demonstrated need

Selection:

- All submitted applications will be reviewed by at least 3 members of the ComD Scholarship Committee. Decisions are made based on academic and clinical standing as well as financial need.

The following scholarships are awarded with admission

Selection Process for scholarships offered with acceptance:

- Students are ranked based on the strength of their application. Recommendations for scholarships made in letters of reference are considered.
- Select students are invited for an interview in which they meet with 2 faculty members and may be asked to complete a written essay. These are scored by the interviewers.
- Scholarship decisions are made by the scholarship committee and are based on the application, recommendations, and interview scores. Additional factors, such as ethnicity/race or area of interest are taken into consideration for certain scholarships.

Martin Adams Endowed Scholarship

This scholarship honors a previous head of the program in Communication Disorders. Award is for a UH post-bachelors student who is accepted into the Communication Sciences and Disorders graduate program at the University of Houston.

- **Eligibility:** UH ComD Post-bachelor's students who are accepted into the UH ComD graduate program will be considered for this scholarship.
- **Award amount:** \$500
- **Application deadline:** No application required
- **Award date:** August of first term in graduate program.

The Tina E. Bangs Memorial Scholarship

The Bangs Memorial scholarship is awarded every other year to a graduate student interested in early childhood education. It honors the legacy of Dr. Bangs who was a strong advocate for young children with language and learning disorders.

- **Eligibility:** Students accepted into the graduate program with an interest in child language and learning disorders.
- **Award amount:** \$2,500 for each of 2 years of graduate study.
- **Responsibilities:** In his/her first fall term, the awardee will be assigned as a volunteer to the Language Learning Group (LLG) at the University Speech-Language-Hearing Clinic: a United Way facility. The awardee's spring term clinic assignment will be the LLG.
- **Application deadline:** No application required
- **Award date:** August of first term in graduate program.

The University of Houston Communication Disorders Alumni Association Scholarship

This scholarship is funded by the Communication Disorders Alumni Association. The award is granted to an incoming minority graduate student.

- **Eligibility:** Students from racial or ethnic minority populations accepted into the UH ComD graduate program will be considered for the scholarship.
- **Award amount:** \$500
- **Application deadline:** No application required
- **Award date:** August of first term in graduate program.

ComD /Cullen General Scholarships: These scholarships, provided by the Dean's Office, are designed for recruitment purposes to attract the best graduate students to the program.

- **Eligibility:** Students accepted into the UH ComD graduate program will be considered for the scholarship.
- **Award amount:** variable (typically \$1000-\$4000)
- **Application deadline:** No application required
- **Award date:** August of first term in graduate program.

ASSISTANTSHIPS

Students who are accepted into the graduate program will receive an application for assistantships as a part of a welcome package. Applications are to be turned in to the graduate program coordinator. Interviews may be required for some assistantship positions. Unless otherwise specified, positions are for 1 term.

Clinical Teaching Assistants

At least two second year graduate students are selected to serve as assistants in the clinic. Students are selected on the basis of their clinical performance. The stipend is \$10/hour. Seven to ten hours a week are required.

Department and Clinic Assistants

Generally, 3-5 assistants are needed to support departmental and clinical work, such as manning the front desk and assistants for the post-bachelor's, undergraduate, and graduate program coordinators. The stipend is \$10/hour. Time commitment varies, with a maximum of 10 hours per week.

Academic Teaching Assistants

Generally about 5-8 teaching assistants are needed each term to conduct labs and tutoring sessions for undergraduate courses. Students are selected by individual faculty. The stipend is \$10/hour. Time commitment varies with a maximum of 10 hours per week.

Research Assistants

The number of research assistants needed to work on specific research projects conducted by faculty varies depending on the need of the faculty each term. Students are selected by individual faculty. Stipends and time commitments also vary, with a maximum of 10 hours per week.

University Funds. The University offers a variety of financial assistance packages to undergraduates and graduates. For further information, contact the Student Financial Services Office at (713) 743-9090. <http://www.uh.edu/admissions/financial/graduate/>

PREREQUISITES for the GRADUATE PROGRAM

Successful completion of the graduate program requires satisfactory acquisition of the knowledge and skills set forth by the Council on Academic Accreditation in Audiology and Speech-Language Pathology) of the American Speech-Language-Hearing Association (ASHA) (See Appendix G). To meet these standards necessitates acquisition of knowledge in basic communication science and processes typically achieved in an undergraduate program in communication sciences and disorders. The following classes or their equivalent must be obtained prior to beginning of the graduate program:

COMD 2338 Phonetics

COMD 2339 Language Development

COMD 2376 Anatomy & Physiology for Communication

COMD 3381 Fundamentals of Audiology

COMD 3383 Language Disorders in Children

-or-

COMD 3371 Speech Development and Disorders in Children

COMD 4385 Speech Science

COMD 4382 Aural Rehabilitation

COMD 4489 Clinical Procedures

As part of the standards for certification, the American Speech-Language Hearing Association also requires coursework in statistics, biological science, physical science, and behavioral science.

Incoming graduate students must complete 25 hours of guided observation under the direction of an ASHA certified speech-language pathologist, and must pass a speech, language and hearing proficiency exam prior to the start of clinic.

Students who are returning after a seven-year or greater lapse in their education will need to take the following classes (or their equivalents) before applying to graduate school:

- COMD 2339 -- Language Development
- COMD 3383 -- Language Disorders in Children
- COMD 4382 -- Aural Rehabilitation
- COMD 4385 -- Speech Science
- COMD 4489 -- Clinical Procedures

Applicants with a bachelor's degree in a field other than communication disorders must complete a leveling program and may apply for admittance to the graduate program only after completing at least 12 hours of leveling coursework. More information on the UH PB program can be found on the UH ComD website. <http://www.uh.edu/class/comd/programs/post-baccalaureate-leveling-program/general-info/index.php>

All applicants should review the eligibility requirements and essential functions found in [Appendix I](#).

ENGLISH PROFICIENCY

It is the policy of UH ComD to follow the ASHA guidelines (see below) with respect to English proficiency for provision of clinical services.

According to the American Speech Language Hearing Association (ASHA) 2014 Knowledge and Skills Acquisition standard V-A (see below), applicants for the Certificate of Clinical Competence must possess communication skills sufficient to provide clinical services and achieve effective and appropriate professional interactions with clients and caregivers.

Means of determining the presence of these skills include review of the applicant's personal essay, GRE Written score, TOEFL scores (where applicable), and a speech and language screening. Results of the screening are determined by the clinical educator and shared in writing with the student.

Any student with deficits in any screening area will receive an in-person explanation of the results and information on means of obtaining assistance such as (a) rescreening with an expert in the appropriate area, (b) formal evaluation, (c) further referrals (e.g. otolaryngologist), or (d) other resources (e.g. Writing Center). Documentation of the screening completion is noted in CALIPSO.

A student must demonstrate English proficiency prior to graduation in order for the program director (i.e. department chair) to verify that Standard V-A has been met. Receptive and expressive English proficiency may be demonstrated through both academic and clinical performance.

ASHA 2014 Knowledge and Skill Acquisition Standards

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English. Retrieved from: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

ASHA Position Statement

Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the nonacceptance of individuals into higher education programs or into the professions solely on the basis of the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

Retried from: <http://www.asha.org/policy/PS1998-00117/>

PETITIONING for GRADUATE CREDIT

Six credits of graduate course work that has been taken at a post-baccalaureate or undergraduate level can be petitioned for graduate credit. Written approval must be obtained by the graduate coordinator and chair of the department. A student may submit a written petition to have an extra three credits transferred by midterm of their first term. The faculty will consider and vote on such petitions and the decision made by the faculty is final. The petition can be obtained on the graduate school webpage. <http://www.uh.edu/graduate-school/forms/>

ACADEMIC ADVISING

All graduate students will participate in ongoing group and individual academic and clinic advising throughout the entirety of the program. Students will be assigned to an advisor prior to orientation.

There are specific coordinators and advisors for each of our programs. Dr. Dunkelberger is the undergraduate program coordinator and Mr. Anthony Tello is the undergraduate advisor. Dr. Ivey is the graduate program coordinator. Drs. Bunta, Ivey, Ross, & Daniels are the graduate advisors for full-time students. Dr. Blake is the advisor for part-time students. Ms. Cizek is the coordinator and advisor for the Post Bachelor's program. All advisors will have set office hours which will be posted. Advisors will maintain documentation of advising meetings. These records will be housed in the advisors' offices until the student completes the program, at which point the record will be placed in the permanent file. Students may request to see their advising record at any time.

Graduate students are required to attend a group advising meeting during orientation prior to their first term to obtain initial information regarding the ComD program. Once each term there will be mandatory individual advising meetings. **It is the obligation of every graduate student to meet with his/her advisor at the beginning of each term.** Individual advising sessions must be completed by the end of the third week of each term. Graduate students are also required to attend periodic group advising meetings as called.

In addition to required meetings, graduate students can, and should, make appointments to meet with advisors if they have questions or concerns which impact their performance in the program.

Additionally, graduate students are expected to monitor their progress through the graduate program via the Clinical Assessment of Learning, Inventory of Performance and Streamlined Office-Operations (CALIPSO), a web-based on-line tracking program designed for this purpose.

STUDENT SUPPORT SERVICES

Any student with a disability and who needs accommodations to perform successfully in the program, is required to contact the Center for Students with DisABILITIES, (713) 743-5400; 713-749-1527 (TDD); 713-743-5396 (Fax). The center will evaluate each student and identify his or her needs. Appropriate paperwork related to accommodations must be given to each instructor at the beginning of each term for which accommodations are requested. Accommodations are negotiated between the person making the request, the instructor and the Center for Students with DisABILITIES. <http://www.uh.edu/csd/>

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let's Talk” program, a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

The University of Houston offers many campus resources for other individual needs and/or personal interests. Information on Equal Opportunity Services, including Title IX, can be found at <http://www.uh.edu/equal-opportunity/>. Please visit http://www.uh.edu/cdi/resources/campus_resources.html for a detailed list of other student resources.

ComD RULES FOR COPYING and PRINTING

Students are not allowed to use the faculty/staff copier in the mail room except for jobs assigned by a faculty/staff as part of an assistantship.

Printers are available for student use in the student computer lab and clinician work room. The department provides students with one ream of paper per month. After that, students are required to supply their own paper for printing. The department provides the toner. Students are not allowed to print materials for personal (non-ComD) use. Large printing jobs, such as class handouts or articles, should be done either at home or at the library.

Library Printing Information: UH Main Campus students, faculty, and staff receive a \$7.50 printing credit on their Cougar Card FLEX account at the start of every term. Printing black & white pages is \$0.015 for single-sided and \$0.03 for double-sided. Color printing is \$0.10 for single-sided, and \$0.20 for double-sided. Funds are automatically taken from the term print credit balance. Additional funds may be added to the FLEX account online through AccessUH Cougar Card service. For more information, please ask the Service Desk. <http://info.lib.uh.edu/policies/photocopiers>

SOCIAL MEDIA POLICY

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media includes technology (computers, phones, tablets) and is used in various forms (blogs, wikis, photo and video sharing, podcasts, social networking, mashups, virtual worlds, etc.). Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

All students in ComD are expected to follow the University of Houston Social Media Policy <http://www.uh.edu/policies/social-media/index.php>, including sections 3 and 4 which were specifically designed for students. Additionally, per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Please see the full ComD HIPAA policy in the Clinic Handbook. Violation of HIPAA regulations may result in disciplinary

action being taken by the University against the student. The Department of Communication Sciences and Disorders takes all violations of HIPAA regulations and the Social Media Policy seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand, to dismissal from the graduate program. As required by federal law, violations of HIPAA regulations will be documented permanently in the ComD HIPAA Violations Record Book.

UH is committed to fostering a learning environment that allows for freedoms of speech and expression in accordance with the First Amendment to the U.S. Constitution (See MAPP 13.01.01 - Freedom of Expression at <http://www.uh.edu/mapp/13/130101.pdf>). Please be aware, however, that UH will not tolerate any activity or posting that loses First Amendment protection such as any unlawful, defamatory, or obscene activity or posting. UH reserves the right to remove any such posting without notice. Students should use caution and good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the University of Houston and/or the Department of Communication Sciences and Disorders.

Therefore, it is the policy that the use of social media, in any type or form as described above, by UH ComD students follow the criteria below:

1. No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or supervisor responsible for the learning experience. Under no circumstances will a client be photographed without a signed photo release from that individual. Students and faculty should obtain verbal permission from friends or colleagues before posting on social media.
2. Using social media for sharing of class material with anyone who is not enrolled in the course and sharing of academic assessment material (e.g. tests) without express permission from the instructor is explicitly prohibited. In addition to a violation of the Social Media Policy, this is also a violation of the Academic Honesty Policy <http://publications.uh.edu/content.php?catoid=22&navoid=6240>.
3. Careful consideration should be given to any posting on social networks. Students create personal public images with these posts. However, they also represent the ComD department, the University of Houston, and the field of speech language pathology. Employers commonly review social media sites when considering new hires; thus students should carefully consider what they contribute to their on-line profile, and that they may be held accountable for anything they post that reflects poorly on ComD or the University.
4. Students should carefully consider the way they describe the program, clinical assignments, and professional experiences. Future or current instructors, supervisors, peers, and co-workers may be reading posts. Respectfulness and professionalism are expected. Use of social media that results or could result in individual or group harm, physical or emotional (e.g. damage to an individual's personal or public reputation or harassment resulting in personal or public humiliation of others), will not be tolerated.

Violations of these professional behavior standards will result in the following tiered consequences:

First occurrence: Student receives a verbal and written warning which is placed in the student's file. He/She must meet with the graduate program coordinator.

Second occurrence: Student is placed on a professional behavior probation. This includes formulating and implementing an improvement plan, which will be interactive, include documentation of progress, and placed in the permanent file.

Third occurrence: Student is dismissed from the ComD MA program.

Students should use social media responsibly. Remembering there is no such thing as a “private” social media site, a good rule of thumb is to assume that anyone, anywhere, can get access to anything posted on the internet at any time, no matter what privacy settings are used; this includes fellow students, UH faculty and staff, externship supervisors, and prospective employers. A good practice is to make sure that the persona reflected in social media is the best possible representation for professionals and faculty to encounter online.

COMPLAINT POLICY

Complainants are expected to file complaints at the appropriate level so that all due process procedures may be followed.

- Students should take issues regarding grades and class policies to the course instructor/clinical educator first. It is always important to begin with the source of the complaint so that she or he can have the opportunity to rectify the situation or to provide an explanation or rationale. If the student is not satisfied after talking with the source, the student may appeal to the next higher level within the administrative structure. For academic issues that would be the graduate program coordinator, and for clinic issues that would be the clinic director. If the student is still not satisfied, the student may appeal to the department chair. If the issue continues to be unresolved, the student may file a formal grievance with the department. The details of the formal grievance process for the Department of Communication Sciences and Disorders can be found in [Appendix B](#) of this handbook. If the student is not satisfied with the outcome of the grievance process, the student may file a formal grievance with Dean of the College of Liberal Arts and Social Sciences (CLASS). Information on the CLASS formal grievance policy can be found on the CLASS website: <http://www.uh.edu/class/students/graduate/academics-planning/policies-procedures/>
- The Dean and the Provost are final levels of appeal at the University.
- A complaint concerning an off-campus externship supervisor should begin with that person. Again, this is to give the source of the complaint the opportunity to rectify the situation or to provide an explanation or rationale. If the student continues to have a concern after discussing it with the source, then he or she should direct the complaint to the externship coordinator, and barring satisfaction at that level, to the graduate program coordinator and/or department chair.
- Other non-grade related complaints or suggestions should be directed to the chair of ComD.
- Complaints about the program related to the Standards of Accreditation should be made in writing to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).
 - Such complaints must meet the following criteria:

- be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
 - relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
 - clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.
- Procedures for filing a complaint with the CAA can be found at: <http://caa.asha.org/?s=complaint>
 - Questions and/or requests for information about accreditation or the CAA can be directed to:
The Council on Academic Accreditation in
Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
accreditation@asha.org
800-498-2071
- Concerns about discrimination, harassment, and sexual misconduct are managed by the Equal Opportunity Service (EOS) in Human Resources. The EOS is charged with the processing and investigations of all complaints regarding protected classes and the Title IX protocols. A student, staff, or faculty may inquire with Equal Opportunity Services to ask for advice, seek counseling, and/or file a formal complaint. No person inquiring/filing a complaint will be subject to retaliation. A full description of the complaint procedure can be found at the EOS website: <http://www.uh.edu/equal-opportunity/file-a-complaint/complaint-process/>

A record of complaints will be maintained by the appropriate supervisor (i.e. the clinic director for issues involving clinic, the externship coordinator for issues with externship, and the program chair for all other issues).

ACADEMIC PROGRESS

The UH Graduate Catalogue (<http://www.uh.edu/graduate-catalog/>) states: *A satisfactory rate of progress toward the degree is required throughout a student's enrollment. A department may terminate enrollment at any time if the rate of progress is not satisfactory. A student whose enrollment is terminated will be notified, with an explanation, in writing by the chair of the department of the major. Copies of this notice and explanation will be sent to the dean of the student's college.* <http://publications.uh.edu/content.php?catoid=22&navoid=6007>

Graduate students cannot graduate with a less than 3.00 cumulative grade point average (GPA) calculated as described above. Students whose cumulative GPA is below 3.00 will be classified as on GPA Warning. Students on GPA Warning are not eligible for graduation. When a GPA Warning student raises their cumulative GPA to 3.00 or above, they will return to Good Academic Standing. Failure to maintain a 3.00 GPA may also result in academic probation, suspension, loss of financial support, or dismissal. according to college/departmental policy. Student should review and be familiar with degree requirements and academic policies of their academic

unit. Additionally, In order to be admitted unconditionally, students with a conditional admission status must earn a minimum GPA of 3.00 during the first 12 hours of graduate level course work attempted at the University of Houston, otherwise they are dismissed from their degree program. For more information on the UH Graduate School's requirements please see <http://publications.uh.edu/content.php?catoid=22&navoid=6016>.

In the UH ComD program, satisfactory performance occurs when a student is able to demonstrate knowledge and skills in the key attributes of professional practice which have been defined by CAA. Progress in academic coursework is defined as grades of B- or higher as well as demonstration of the specific Knowledge and Skills Acquisition (KASA) learning objectives for that course. Progress in clinic includes a grade of B or higher for clinic assignments and successful completion of clinical application activities (e.g. Evidence Based Practice Reports, see below).

In addition to an intervention plan, graduate students who an unsatisfactory grade in class or clinic will be provides with a warning letter from the graduate program coordinator. Any ComD clinic course for which a grade of B- or lower is earned must be repeated. Additionally, students will not earn clinical hours obtained during a clinic course if the final grade is B- or lower. Graduate students who earn 2 or more unsatisfactory grades will be dismissed from the program. This can be any combination of academic and/or clinic courses (e.g., two C's in academic courses, two B-'s in clinic courses, or one C in an academic course and one B- in a clinic course). Graduate students who were admitted on a provisional basis who earn 1 or more unsatisfactory grade(s) first term will be dismissed from the program.

Students are provided with academic advisors and access to CALIPSO to help track academic and clinical progress. Remediation plans to help students who do not initially meet expectations are described in detail in a subsequent section of this handbook.

Requests for leaves of absence must be formally filed with the graduate advisor and are considered on a case-by-case basis. Leaves may result in the extension of the program by one or more terms.

DROPPING COURSES

UH ComD Graduate program is designed for academic preparation for clinical experiences. Therefore if a course is dropped, it is not only difficult to insert it within the structure of the program, there may be clinical implications as well. Withdrawal from a course may result in extension of the graduate program. The University policies concerning dropped courses are as follows:

- The last day to drop or withdraw from a course without receiving a grade is before the Official Reporting Day (ORD). Please see the official academic calendar for the exact date.
- The last day to drop or withdraw from a course with a grade of W or U (in the case of S/U grade) will be the last day to drop a course for each term (i.e. four weeks prior to the last class day of a fall or spring term, six class days prior to the last class day of summer I, II, or IV, and three weeks prior to the last class day of summer III). Consult the academic calendar for specific dates.
- Enrollment in a course may be terminated by graduate students in one of the following ways:

- An instructor may drop students through the last day for dropping courses for the following reasons: excessive absences; if the prerequisites or co-requisites for the course listed in the current catalog have not been met; or for causes which tend to disrupt the academic process (except those actions involving academic honesty which come under the jurisdiction of the Academic Honesty Policy).
- Students may not receive a W for courses in which they have been found guilty of a violation of the Academic Honesty Policy. If a W is received prior to a guilty finding, the student will become liable for the Academic Honesty penalty, including F grades.

For more information on the University policy on dropping courses, visit:

<http://www.uh.edu/graduate-school/current-students/Policies/>

WITHDRAWAL FROM PROGRAM

Upon beginning the program, continuous enrollment is expected for the fall, spring and summer terms until the degree is completed. Students have five years to complete all the requirements for the master's degree. Leaves from the program for medical or other exceptional reasons must be submitted in writing on the graduate petition to the Graduate Program Coordinator and approved by the faculty and the college. Requests are considered on an individual basis. Graduate and professional students who receive medical withdrawals must provide medical documentation indicating they are able to return, and obtain permission from their college Dean to enroll again at the University of Houston. The graduate petition form is located on the Graduate School website under Forms and Procedures. <http://www.uh.edu/graduate-school/forms/>

PETITIONING for REINSTATEMENT

If a student is dismissed from the graduate program, (s)he has the right to petition the faculty to reverse the decision. A written petition must be submitted to the faculty within approximately three weeks of the initial notice. A specific deadline will be given in the dismissal letter, so that a decision may be made prior to the beginning of the subsequent term. Ideally, the petition should contain the following: the student's view of what led to his/her poor performance, a request to be re-admitted to the program, and what changes the student will make to improve performance. The petition will be discussed and voted on by a majority of the faculty. Each petition is considered individually. Conditions for reinstatement, if approved by the faculty, will be determined on an individual basis. The student will be informed of the faculty's decision in a written letter. If the student is not satisfied with the decision, (s)he may file a formal grievance, following the procedures described in [Appendix B](#).

FERPA

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. FERPA restricts faculty and staff from the releasing student information to parents. This information often surprises parents since they frequently pay college tuition. Any student wishing to allow parents access to records should refer to the following link: <http://www.uh.edu/legal-affairs/general-counsel/ferpa/index.php>

FORMATIVE and SUMMATIVE ASSESSMENT of KNOWLEDGE and SKILLS

The UH ComD graduate program provides academic preparation for application for the Certificate of Clinical Competence in Speech-Language Pathology. The complete list of standards for this certification may be found in [Appendix F](#). These standards have been established by the Council for Clinical Certification in Audiology and Speech Language Pathology.

The achievement of these standards may be summarized as follows:

Knowledge of the field is not assumed based on acquiring a specified number of courses or credits in specific areas. Rather, students need to obtain knowledge that has been reflected in specific learning markers (student learning outcomes) for each of the standards.

Every required course will specify the standards and learning markers that will be addressed. Students will be assessed by their ability to meet these goals through a variety of assessment tools (e.g., exams, quizzes, papers, presentations).

Students who do not demonstrate knowledge of a learning marker will have an intervention plan developed to allow an opportunity to successfully demonstrate acquisition of that learning marker following additional support. Each intervention plan is developed on an individual basis. Please see the Intervention Plan section (below) for a more complete discussion of this procedure.

UH ComD uses the Clinical Assessment of Learning, Inventory of Performance and Streamlined Office-Operations (CALIPSO) software program to track students' progress in terms of acquisition of knowledge and skills as well as clinical hours. Students are required to monitor progress and keep contact information updated in CALIPSO. An electronic record of the learning marker form will be kept in the department for the duration of each student's master's program and for ten years following graduation.

The CALIPSO web address is: www.calipsoclient.com

Clinical Skills Assessment:

A Practicum Evaluation Form, listing the knowledge and skills necessary for completion of the graduate program, will be used for clinical and externship practicum experiences. Specific details relating to expectations and documentation of experiences and acquisition of skills can be found in the Clinic Handbook.

An electronic record of clinical skill acquisition is maintained to chart progress throughout the master's program using CALIPSO. It is the student's responsibility to monitor skill acquisition and clinic hour accrual in CALIPSO and to work with the clinic director to obtain the necessary experiences for certification.

Knowledge and Skills Acquisition (KASA) Summary Form for Speech-Language Pathology:

Students who are applying for certification in Speech-Language Pathology must use the KASA to track their acquisition of knowledge and skills required for ASHA certification. CALIPSO tracks this progress. At the conclusion of the program, the chair of the department will review each KASA

and complete the Verification by Program Director page of the ASHA application for certification. This must accompany the application submitted for ASHA certification.

Students will be able to print a copy of their completed KASA forms via CALIPSO. STUDENTS MUST BE SURE TO KEEP THIS FORM FOR FUTURE REFERENCE. However, the entire KASA form does NOT have to be submitted to ASHA when applying for certification.

Formative Assessment:

There are many ways to assess both knowledge and skills throughout the graduate education program. Importantly, in some cases there are multiple classes or experiences used for the student to achieve full knowledge of a given learning marker, so that indicator cannot be met until all of those classes or experiences are successfully completed. Partial completion of a learning marker (i.e. learning that is in progress) is indicated by a yellow triangle next to that knowledge marker on CALIPSO.

It should be noted that Evidence Based Practice Reports (see below) are one means of formative assessment related to application of knowledge to clinical performance.

Summative Assessment:

Summative assessment taps the comprehensive knowledge students have obtained throughout the graduate education. Students will sit for and pass an internal [comprehensive examination](#) or complete a thesis as assessment of summative learning. More information regarding the [comprehensive examination](#) and [thesis options](#) are available in subsequent sections of this handbook. Students will also receive detailed information about both throughout the program.

Intervention Plans:

Students who do not initially demonstrate acquisition of knowledge or skills in academic or clinical components of the program will need to complete an intervention plan to demonstrate acquisition of the specified learning expectation. These are elaborated in the following sections.

Academic coursework: Students who do not demonstrate adequate knowledge of predetermined specific learning markers on coursework (including, but not limited to, exams, quizzes, presentations, written work) will be assigned an intervention plan. The plan, constructed by the instructor, may include an oral and/or written component. Completion of the intervention to the satisfaction of the instructor is necessary for learning markers to be met and documented on the KASA form via CALIPSO. Instructors will establish the timeframe for completion of the intervention, which may extend beyond the actual term. Completion of intervention plans will not change a student's grade. Additionally, students cannot be assigned a client until all learning markers for coursework related to that disorder are met to the instructor's satisfaction (e.g., if a student has an outstanding intervention for the aphasia course, he/she cannot be assigned a client with aphasia until the intervention is successfully completed). Failure to remediate to the satisfaction of the instructor within the specified timeframe may result in removal due to lack of academic progress.

Clinical Practicum: Remediation plans are required for any student who earns a grade below a B in COMD 7391 or 7392. In this case, the following term of practicum will be a probationary term.

With support from the clinic director, a clinical intervention plan will be developed by the clinical educator(s) who assigned the grade below a B. Specific behavioral objectives reflecting skills that need to be developed will be outlined with recommended intervention strategies. At the beginning of the probationary term, the student's clinical educator(s) will be provided with the intervention documentation and an intervention plan tracking sheet to be reviewed weekly with the student. The student will receive written feedback on his/her progress on the intervention plan at the midterm and end-of-term conferences. All objectives of the intervention plan must be met before the end of the term in order to successfully fulfill the intervention plan. Inconsistent performance of the targeted skills will not satisfy the requirements of the intervention plan. This situation may be interpreted as lack of sufficient progress which may result in removal from the program.

Evidence-Based Practice Reports: Intervention plans for failed portions of the EBPR activity will be constructed individually depending on the area(s) failed by the student (e.g., knowledge of a disorder or treatment of the disorder, writing issues, etc.) and level of need (consultation, rewrite, new case). Intervention must be completed before the subsequent EBPR can be assigned. EBPR intervention requiring rewrite will follow this sequence. 1. Intervention with the same case, correcting areas of need. 2. If failed, begin a new case. 3. If failed, intervention of the new (second) case. Failure to successfully complete a remediated second case is considered an indication of insufficient academic progress and may result in dismissal from the program. This sequence is followed for each EBPR in the program.

Comprehensive Examination: The comprehensive examination (comps) is a critical step in exhibiting summative learning. Therefore, remediations will be required for any student who fails one or more content area(s) of comps. Interventions will focus on the failed area(s), and will be constructed by the relevant instructor. Interventions may involve an oral and/or written component and must be completed prior to graduate exit interviews. A student who fails 3 or more content areas will be required to re-take the comprehensive exam in the following term, which may involve the student staying for an additional term of graduate school. In order to be in compliance with university requirements for graduation, the student is required to enroll in at least 1 credit of during the term in which he/she re-takes the comprehensive examination. Any student who fails the comprehensive examination more than twice may be dismissed from the program due to lack of academic progress.

DEGREE REQUIREMENTS

The UH ComD program provides students with all of the requirements of a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology) of the American Speech-Language-Hearing Association (ASHA). This is done by offering rigorous coursework, various practicum experiences, and other pre-professional activities. This can be achieved in a full-time or part-time program, both of which are described below.

Full-time students take 12 required content courses (total of 31 credits), one elective content course (total three credits) and a minimum of five practicum courses (15 credits) for a total of 49 credits of graduate study.

Part-time students take 12 required content courses (total of 31 credits) and one elective content courses (total three credits). Clinic loads for part-time students do not increase as rapidly as for full-time students. Because of the smaller clinic loads, part-time students complete 7 practicum courses.

All students complete a clinic assignment in each term they are enrolled in the graduate program with the exception of part-time students, who have one “free” summer term.

ComD offers 2-3 electives the summer term in conjunction with the Specialty Concentration. See below for more information about concentrations and electives.

In addition to their coursework graduate students must: (a) complete a minimum of 25 guided observation hours and 375 clinical practicum hours supervised by an ASHA certified Speech-Language Pathologist; (b) pass a minimum of 1 (thesis students) or 2 (non-thesis students) Evidence Based Practice Report activities; and (c) pass a comprehensive exam or successfully complete a master’s [thesis](#). A graduate program checklist is available in the back of this handbook for reference.

Full Time Graduate Curriculum

FIRST YEAR

Fall 1

COMD 6261 - Research Methods
COMD 6372 - Language Disorders
COMD 6334 – Aphasia
COMD 7322 - Phonological Disorders
COMD 7391 CLINIC I

Spring 1

COMD 7221 - Fluency
ComD 6326 - Motor Speech Disorders
COMD 6321 – Dysphagia
COMD 6230- Autism
COMD 7391 CLINIC II
EBPR 1

Summer 1

COMD 7381/7383 Elective*
COMD 7391 Clinic III

SECOND YEAR

Fall 2

COMD 6398 - Cognitive Disorders
COMD 7392 Externship 1
EBPR 2

Spring 2

COMD 7270 Grad Seminar
COMD 7392 Externship 2
Comprehensive Exams

Summer 2

(as needed to complete clinical experiences, thesis, electives, outstanding interventions, etc.)

*Students must take 3 credits of elective. ComD electives are offered in the summer terms.

Part Time Graduate Curriculum

The part-time program has several aspects which differ from the full time program. These are listed here.

1. Students in the part-time program, just as in the full-time program, need to make graduate school their priority. Although the course & clinic loads are reduced, students need to be flexible in the times they are able to spend at UH, particularly for clinic scheduling. The more restrictive a student's schedule, the fewer clients s/he can be assigned, and the less variety s/he is likely to get in the program. Given current client scheduling procedures, it is very difficult to place students who are not available multiple full days.
2. Once a student has declared part-time status, that status cannot be changed back to full time at any point for the remainder of the program.
3. Students who begin part-time cannot graduate earlier than the spring term of their third year. Selecting the part-time program entails enrolling in and completing more clinic experiences (7 terms) than the full-time program (5-6 terms).
4. Part-time students may not register for clinic or classes during their first summer term.
5. The workload in the part-time program will increase in the first to second years, and second to third years. While students will take no more than 2 academic courses in any term, the number of client contact hours increases each year (from clinic I to II to III, to externship). The final 2 terms will require full-time externship placements or equivalent (i.e., 30-40 hour/week workload).
6. In some terms, part-time students will register for fewer than 9 credit hours. Nine credits is the University definition of "full-time" for graduate work, a definition that is also used to determine financial aid. If a part-time student needs to be considered full-time for insurance and/or financial aid reasons, then s/he can register for a 1-2 credit "special topics" course that will be linked to an academic course, and will require additional work outside the course requirements.
7. Due to the extended nature of the part-time program, many students will earn the required 375 client contact hours and all required competencies before finishing the final term in the program, or before they have enrolled in, or finished their final externship placement. Despite this, students are not allowed to graduate earlier than the spring term of their 3rd year, and are not allowed to have a shortened spring externship.

FIRST YEAR

Fall 1

COMD 7322 - Phonological Disorders
COMD 6372 - Language Disorders
COMD 7391 CLINIC I

Spring 1

COMD 7221 - Fluency
COMD 6230- Autism
COMD 7391 CLINIC I

Summer 1

Off

SECOND YEAR

Fall 2

COMD 6334 Aphasia
COMD 6261 - Research Methods
COMD 7391 Clinic II

Spring 2

COMD 6321 - Dysphagia
COMD 6326 - Motor Speech
COMD 7391 Clinic II
EBPR 1

Summer 2

COMD 7381/7383 Elective*

COMD 7391 Clinic III

THIRD YEAR

Fall 3

COMD 6387 - Voice

COMD 6398 - Cognitive Disorders

COMD 7392 Externship 1

EBPR 2

Spring 3

COMD 6240 AAC

COMD 7270 Grad Seminar

COMD 7392 Externship 2

Comprehensive Exams

*Students must take 3 credits of elective. ComD electives are offered in the summer terms.

CLINICAL PROGRAMS

The Clinic Handbook outlines policies and procedures for the clinic. All students admitted to the graduate program are required to be familiar with the information provided in the Handbook.

Students must submit the required 25 clinical observation hours, with appropriate signatures and ASHA certification numbers prior to beginning graduate practica. Documents that do not include the required signatures or ASHA certification numbers will not be accepted. Students who have clinical hours from other universities are responsible for submitting a record of those hours to the Clinic Director prior to their first graduate practicum experience. Students may submit up to 50 hours of clinical practicum obtained at another accredited institution. The clock hours record must be signed by the supervisor with CCC-SLP or CCC-AUD and ASHA certification number.

Any student who drops clinic after his/her practicum has been assigned will not be assigned clients during the next twelve-month period unless prior approval was granted by the Clinic Director.

ON-CAMPUS CLINIC

The University Speech-Language and Hearing Clinic: A United Way Facility is the training clinic housed within the Department of Communication Sciences and Disorders at the University of Houston. Graduate students enrolled in ComD are required to enroll in a minimum of 3 terms of on-campus clinic, consisting of treatment, diagnostic and screening experiences.

Participation in the on-campus clinic is contingent upon passing speech/language and hearing proficiency examinations. Students must complete a Practicum Enrollment Form and attend graduate orientation prior to the first graduate practicum experience.

ASHA sets forth specific guidelines regarding practica that address ethical behavior (see the ASHA Code of Ethics in [Appendix H](#)), supervision requirements during practica, the number and types of clock hours students must earn as part of the pre-certification process, and the clinical competencies that must be demonstrated in nine areas of clinical practice. Students who *successfully* complete clinics and externships during their matriculation through the UH ComD graduate program should accrue a

sufficient number of hours and demonstrate all clinical competencies required to begin their Clinical Fellowship after graduating from the Master’s program. However students are responsible for ensuring they obtain the types of clinical experiences they need and that they demonstrate entry-level clinical competence across the age span and in all disorder areas.

AUDIOLOGICAL SCREENINGS

Students are required to complete hearing screening and aural rehabilitation/ management clinical experiences. Audiology screenings are conducted by the USLHC at off-site locations (e.g., Head Start, pre-schools, Children’s Hearing and Speech Center). Hearing screening hours will be earned by demonstrating required competencies when participating in USLHC hearing screenings. Hearing screening experience are expected of graduate clinicians during their first three terms. Audiology/hearing management may include auditory/verbal check of amplification systems, teaching wear and care of hearing aids, listening training, and aural rehabilitation/habilitation therapy. All audiology hours must be in the SLP scope of practice.

OFF-CAMPUS EXTERNSHIPS

Externships are available for students to do practica off campus. Second year graduate students typically complete two terms of practica off site; one adult and one pediatric placement. Students should be prepared to work a minimum of 20 hours per week at an externship site, although most sites require students to work 30-40 hours/week. Most externship sites require students to attend five days a week. The graduate program is designed to minimize the number of academic courses taken concurrently with externships. Students who are off track are ***strongly encouraged*** not to take more than two lecture type courses on campus during the externship terms. Approval from the graduate program coordinator must be obtained to enroll in more than 2 academic courses concurrent with externship placement. ***Prior to enrollment in an externship experience, students need to have successfully completed an in-house adult treatment session and a diagnostic assignment with a grade of B or better.***

Specific regulations for the externship experience will be presented at an externship application meeting and found in the externship handbook, which is distributed to students prior to a mandatory externship orientation meeting.

The minimum number of hours students must accrue at their sites is 50 clock hours. If this number is not achieved, the student will earn a grade of incomplete. Students are expected to complete the entire term at their assigned sites.

SPECIALTY CONCENTRATIONS

The UH ComD graduate program, like all accredited programs, must provide a range of courses and clinical experiences so that students obtain knowledge and skills that span the “Big 9” disorders identified by the Council on Academic Accreditation (CAA). We understand that some students wish to specialize and obtain more in-depth, focused learning with a particular population or disorder area.

To provide a way to obtain some specialized learning, we offer Specialty Concentrations. A Specialty Concentration is a mentored experience designed individually for each student. Concentrations are optional and not required for all students. The Specialty Concentrations require

work above and beyond that expected of the UH ComD Graduate program. Interested students will meet with a faculty mentor and develop a specialty concentration contract that includes all required elements and deadlines.

Some examples of a Specialty Concentration include: Assisting with writing a chapter; assisting with one or more components of a research project; creating materials to enhance communication or knowledge of communication disorders in the community.

Students who choose to do a [Master's Thesis](#) will not be eligible for a Specialty Concentration, because they will develop their specialty area through the structured process of completing the thesis.

Requirements: Students must take 3 credits towards the Specialty Concentration. The credits can be earned by taking an elective course either through the ComD department or another department, or by completing 3 credits worth of ComD Special Topics credits. These credits will fulfil the 3 credits of electives required in the UH ComD graduate program. The activities, projects, and expectations of the Specialty Concentrations are individualized and agreed upon by the student and his/her faculty mentor.

Timeline and Deadlines: Students who choose to complete a Specialty Concentration must meet with a mentor and sign a Specialty Concentration contract by the end of January of their first year in the program (or second year for part-time students). Students must commit to completing the Specialty Concentration at the time that they begin taking the 3-credits that are Concentration specific. Failure to complete the requirements after this point may delay graduation, as the Special Topics credits meet the required 3 credits of electives.

All aspects of the program must be completed 1 month prior to graduation for the student to earn a Specialty Concentration Certificate.

EVIDENCE BASED PRACTICE REPORTS

All graduate students complete at least two formative Evidence Based Practice Reports (EBPRs) as part of their clinical education. These are scheduled for the 2nd and 4th terms of the program for full-time students and in the 5th and 7th terms for part-time students. Instructions for how to complete EBPRs and the grading rubrics used for the written paper and oral presentation are distributed in a mandatory group advising meeting at the beginning of the terms in which they are required. Progress through the EBPR requirements is maintained in Blackboard and CALIPSO. Success in EBPR is determined by the satisfaction of the faculty. Failure to successfully complete EBPR following appropriate levels of intervention (see below), will constitute lack of sufficient academic progress and may result in removal from the program.

COMPREHENSIVE EXAMINATIONS

The master's comprehensive examination (comps) is one of the requirements of graduate education. Full-time graduate students must take the comprehensive exam during their 5th term while part-time students take the test during their final term. The exam consists of complex clinical scenarios with related multiple-choice questions. The goal is to assess how students integrate material across content areas rather than simply reciting facts. Integrating the major aspects of the field across disorder categories that are within the scope of practice of the profession encourages the student to think like a

clinician. Comps questions probe etiology, assessment, and treatment of a variety of communication disorders, as well as research, professional, and ethical issues.

Students who have done well in their courses and clinical practica should not have difficulty with this format. The information is not new; it comes from program content. The exam is designed to help students achieve more confidence in their knowledge as they prepare for clinical fellowship. The ability to integrate information will lead to a successful career in speech-language pathology, regardless of the employment setting. Further information concerning preparing for comps will be discussed at a mandatory group advising meeting during the fourth term. Information regarding comps intervention is in the [Formative Assessment of Knowledge and Skills](#) section above.

THESIS OPTION

Graduate students have the option of completing a Master's Thesis under the direction of one of the faculty members. Students who are considering a Master's Thesis must obtain consent from a faculty member who is willing to act as the thesis committee chair. Students who opt to complete a thesis must register for six thesis credits. The first 3 hours are generally in the summer term and replace the elective. Students must be registered for thesis credits in the term their thesis is completed and defended, therefore the other 3 hours tend to be completed in the last spring term. Thesis students are not required to complete the second Evidence Based Practice Report (described below), and they are exempt from taking the comprehensive examination. Guidelines for completing a Master's Thesis can be found in [Appendix C](#) of this handbook.

PRAXIS II

The PRAXIS II is the national exam for speech-language pathology (SLP). It is required for ASHA certification and for Texas SLP licensure. It is not required for graduation from UH ComD. The examination should be taken during the final spring term. Students register by packet or on-line. PRAXIS II is a 2-hour timed test consisting of 132 questions. A passing score is 162 or higher. Students must indicate that they are from the University of Houston, Main Campus (or University Park), code 0300, and request that their score be sent to the UH ComD department (code 0300) so that we can keep records for our files. Further information concerning preparing for the PRAXIS II will be discussed at a mandatory group advising meeting during the fourth term and is available on the ASHA website. <http://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/>

Students are encouraged to take the PRAXIS II exam around the time of their comprehensive examination.

APPLYING FOR GRADUATION

All students must apply to graduate. Graduation applications should be filed early in the term in which the student plans to graduate. Applications are available in the Office of Registration and Academic Records, 108 Ezekiel W Cullen Building or online at www.uh.edu/enroll/rar/graduation_appl.pdf. Deadlines for filing the application for graduation are listed in the academic calendar which can be

graduation will not be allowed to graduate, even if all degree requirements have been met.

accessed at <http://www.uh.edu/calendar/specialty-calendars/>. **Any student who does not register for**

graduation will not be allowed to graduate, even if all degree requirements have been met.

Candidates for graduation who have been previously disapproved must reapply for graduation but will not be charged an additional fee.

Any student who expects to graduate in a given term must be enrolled for that term. This regulation applies to students who have not submitted a thesis or dissertation by the deadline of the previous term.

Certification for graduation is performed by the Dean's office in the college of the student's major. Diplomas usually are mailed about one month after graduation. However, students may indicate on the graduation application form that they will pick up their diplomas in the Office of Registration and Academic Records.

GRADUATION EXIT PROCEDURES

To be eligible for exit checkout students must have completed (a) all coursework -received a grade and completed all interventions; (b) all clinic assignments - received a Supervisor's Report from externship supervisor; and (c) the preliminary GA clinic checkout. For specifics on checkout procedures from clinic please refer to the Clinic Handbook. Students must then schedule final exit appointments in the following order:

1. Clinic director check out- clinic hours and skills verification (CALIPSO review)

Students are able to and expected to print out a final copy of their clinic hours on CALIPSO. The clinic director will ensure that all the clinical competencies have been met.

2. Advisor *academic* checkout- knowledge verification (CALIPSO/KASA review)

Students will bring a printed copy of the completed KASA form to the exit interview.

3. Advisor *program* check out and exit interview

- Note: Numbers 2 and 3 generally occur simultaneously.

As part of the program check out, students will receive a letter to present to the Texas Department of Licensing and Regulation verifying final grades and total clinic experience hours and certify that all graduate degree requirements have been fulfilled. The Speech-Language Pathology and Audiology Coursework and Clinical Experience confirmation form, SPA016, found at <https://www.tdlr.texas.gov/slpa/forms/SPA016%20Intern%20in%20SLPA%20course%20work%20and%20clinical%20experience.pdf>, will be completed and signed by the department chair.

In addition to the forms required by the State, the final page (pg. 3) of the ASHA Application for Certificate of Clinical Competence in Speech-Language Pathology will be prepared for students. This application can be found at <http://www.asha.org/uploadedFiles/2014-SLP-CCC-Application-Standards.pdf>. These forms will allow students to move forward with licensing and ASHA CF applications.

TEXAS LICENSURE

A master's degree is required for certification by ASHA and by the State of Texas for professional licensure. The master's degree and ASHA certification are the minimal credentials in the area of speech-language pathology. The Texas Department for Licensing and Regulation licenses certified speech-language pathologists and audiologists as well as interns (persons completing their clinical assistants. A Speech-Language Pathology license is granted to applicants who have completed their

fellowship under the supervision of a licensed, certified SLP) and speech-language pathology



assistants. A Speech-Language Pathology license is granted to applicants who have completed their

master's degree at an accredited school, have completed their intern requirements working under the supervision of a licensed SLP and who have passed the PRAXIS II, the national examination in speech-language pathology. An individual must hold one of the licensure credentials to practice speech-language pathology in the State of Texas. Speech-language pathology assistants work under the direct supervision of a licensed SLP and are required to have a completed the undergraduate major coursework in communication sciences and disorders and have obtained 25 hours of observation and 25 hours of supervised clinical experience.

The link for online license applications is: <https://vo.licensing.tdlr.texas.gov/datamart/login.do>. Follow the directions for license applications. The details for this process change frequently, so it is best to check the website before beginning.

Professionals licensed within the State of Texas must adhere to the Rules/Regulations set by the Texas Department of Licensing and Regulation. These can be found at: <https://www.tdlr.texas.gov/slpa/slparules.htm>.

All individuals applying for or renewing SLP licensure in the State of Texas must take a Jurisprudence Examination. This on-line examination can be taken at the time of application. Details are available at: <https://www.tdlr.texas.gov/slpa/slpaexams.htm>.

PROFESSIONAL ORGANIZATIONS

ComD ALUMNI ASSOCIATION

The Communication Disorders Alumni Association was created to fund scholarships; promote networking among alumni; provide continuing education opportunities; and to support the program, its faculty and students. All graduates, former students, and friends of the ComD Program are eligible for membership. For more information, contact the Houston Alumni Organization at (713) 743-9550 or <https://houstonalumni.com/alumni-associates/interest-and-affinity/comdaa/>.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)

The American Speech-Language Hearing Association is the professional organization for speech-language pathologists and audiologists. The American Academy of Audiology also serves audiologists. ASHA maintains high standards for the fields requiring both academic programs as well as members to reflect these on a daily basis. <http://www.asha.org/members/>

One function of ASHA is to offer an accreditation program for academic and clinical institutions. The academic accreditation agency is called the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). It examines academic programs and determines their eligibility for accreditation. The Communication Sciences and Disorders Program of the University of Houston is accredited by CAA. This means that the program must adhere to guidelines in administering the academic and clinical programs. The CAA can be contacted at: 2200 Research Boulevard #310, Rockville, MD 20850-3289, (800) 638-8255.

For members, there are certain academic and clinical requirements that are mandatory as part of ASHA certification. These have been enumerated throughout this handbook. ASHA also has a public Code of Ethics. It is the responsibility of every student and professional to follow this Code. It is presented in the [Appendix H](#) of this handbook and available at <http://www.asha.org/Code-of-Ethics/>. It will be discussed in several of the classes. Please read it.

Finally, ASHA offers members many perk-type benefits. These can be reviewed at: <http://www.asha.org/members/benefits/>.

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

The National Student Speech-Language-Hearing Association is affiliated with ASHA. There is a National NSSLHA chapter, as well as local, university-based chapters. At the University of Houston, there is a local chapter which is very active. It is an excellent way to learn about professional issues and have fun. Students are encouraged to participate in this association. Activities that UH NSSLHA has sponsored include: providing opportunities to visit professional work settings, presenting lectures from professionals in the community, and raising funds for tests for the clinic and scholarships for clients in the clinic and the students.

One advantage to membership to the national NSSLHA program is reduced ASHA certification fees for students who have been a national NSSLHA member for 2 consecutive years prior to applying for ASHA certification. Additionally, national NSSLHA members are able to access all member-only areas of the ASHA website, which includes on-line access to all ASHA journals. To get the most out of these benefits, students are strongly encouraged to join the national chapter early in their program, as there can be some delays in account activation. <http://www.asha.org/nsslha/>

TEXAS SPEECH-LANGUAGE-HEARING ASSOCIATION (TSHA)

The Texas Speech-Language-Hearing Association is the state professional organization. Students are encouraged to join at a reduced student rate. TSHA offers excellent educational and professional opportunities for students at its annual convention. Annual conventions are held in Houston, Dallas, San Antonio, and Austin on a rotating basis. TSHA offers financial support to students for research and education. <http://www.txsha.org/>

HOUSTON ASSOCIATION FOR COMMUNICATION DISORDERS (HACD)

The Houston Association for Communication Disorders is the local professional organization. It is the largest regional organization in Texas, with several hundred members. The main mission is to provide continuing education for its members. HACD supports students through mentoring programs and scholarships for ComD students. HACD is a useful network for students, a way to meet and know local professionals. Reduced membership dues and workshop fees are available for students. <http://www.hacd.org/>

The Houston Affiliate of the National Black Association for Speech, Language and Hearing (NBASLH)

The Houston Affiliate of the National Black Association for Speech, Language, and Hearing is a local organization closely associated with the National Association. The broad objectives of the affiliate and the Association are to 1. PROMOTE an increase in the number of certified black speech-language and hearing professionals, 2. PROMOTE improvement in the quality of speech, language, and hearing services to black individuals with communication disorders, 3. PROMOTE the research and development of a body of knowledge of the identification, diagnosis, and treatment of communication disorders in black individuals, 4. SOLICIT and provide financial support for the training of black students in the fields of speech-language and hearing, 5. ADVOCATE for black individuals with communication disorders at the local, state, and national levels, and 6. DISSEMINATE information among the professions and to the public on communication differences and disorders among black individuals. <http://www.nbaslh.org/>

APPENDIX A
UNIVERSITY of HOUSTON POLICY on ACADEMIC HONESTY

The information below constitutes the entirety of the UH policy on Academic Honesty and came from the on-line graduate catalogue at: <http://publications.uh.edu/content.php?catoid=22&navoid=6240>.

Article 1. General Provisions

1.01

Rationale. The University of Houston can best function and accomplish its objectives in an atmosphere of high ethical standards. It expects and encourages all students, faculty and staff to contribute to such an atmosphere in every way possible and especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate, and practice these principles. As a consequence, alleged cases of academic dishonesty will inevitably occur, and students will be accused. The following procedures are designed to handle these cases in fairness to all concerned: the accused student, the faculty, and the University of Houston.

1.02

General Jurisdiction. Matters relating to academic honesty are within the general jurisdiction of the senior vice president for academic affairs and provost. Allegations of scientific misconduct against students engaged in research supported by funding from the University of Houston or other sources will be handled according to the University of Houston Ethical Conduct in Academic Research and Scholarship Policy (To obtain a paper copy, contact the Division of Research at 713-743-9222 or at www.research.uh.edu).

1.03

College with Jurisdiction. Specific jurisdiction in academic honesty matters rests in each college of the University of Houston. The college with jurisdiction is determined by the course in which dishonesty occurs. If the student involved majors in a college other than that offering the course, the college offering the course has jurisdiction. If the college with jurisdiction cannot be determined from the relationship between the alleged actions of a student or group of students and a particular course, then the provost will designate which has jurisdiction.

1.04

Colleges to which the Policy Applies. The policy on academic honesty applies to all colleges within the university. However, any college may present to the provost a code separate from this university policy. After approval by the provost, and after such publication as the provost shall direct, academic honesty matters over which that college has jurisdiction shall be governed by that code. Honor systems within the professional colleges are especially encouraged.

1.05

Questions Regarding Applicability of Policies. All questions regarding the applicability of college codes or University of Houston policy or special provisions of either shall be determined finally by the provost.

1.06

Compass of Actions Taken Against Students. Actions taken against students are university-wide in their effect, unless otherwise specified.

1.07

Faculty or Instructor of Record Responsibility. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their departmental hearing officer to their college hearing officer.

1.08

Proctor or Teaching Assistant Responsibility. Proctors or Teaching Assistants shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved, or to the appropriate authority if the alleged act is not associated with a specific class.

1.09

Student Responsibility. Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved, or to the appropriate authority if the alleged act is not associated with a specific class.

1.10

Purpose of Procedures. The purpose of these procedures is to provide for the orderly administration of the Academic Honesty Policy consistent with the principles of due process of law. Reasonable deviations from these procedures will not invalidate a decision or proceeding unless the provost determines, upon written appeal from the accusing and/or accused parties, that the deviation will result in prejudice to one or more of the parties involved.

1.11

Amendment of Policy. The academic honesty policy shall be reviewed every two years by a joint sub-committee comprised of representatives of both the Undergraduate Committee and the Graduate and Professional Studies Committee. Any amendments to the academic honesty policy must be approved by both Committees.

1.12

Definitions.

1.12.01

Class Day. Class days, for purposes of this policy, are defined as days the University of Houston is open and classes are meeting (excluding Saturdays) as posted in the university academic calendar, excluding professional colleges and programs.

1.12.02

Internal Use. Internal use defines who has access to a student's records. Records for internal use will be released only to University of Houston officials who have an educational purpose to know the information included in the student's records.

1.12.03

Academic Record. Academic record includes documents, forms, copies, reports, statements, recordings, etc. that are acquired while a student attends the University of Houston. The information is available to outside sources according to the procedures established by the Family Education Rights and Privacy Act.

1.12.04

Sanction. Sanction means the penalty assessed for a violation of the Academic Honesty Policy.

1.12.05

Instructor. Instructor refers to a faculty member, lecturer, teaching assistant, or teaching fellow in charge of the section in which an alleged violation of this Academic Honesty Policy has occurred. Such individuals will typically be the instructor of record of the course section in question. In instances where this is not the case, instances of alleged cheating should be reported to the instructor of record.

1.12.06

Departmental Hearing Officer.

Departmental hearing officer refers to the person responsible for facilitating the departmental procedures related to the alleged violation(s) of the academic honesty policy. Typically the department chair serves in the role or an individual designated by the department chair.

If the college responsible for the course in question does not have individual departments for the course, departmental hearing officer as used below shall refer to the individual designated by the dean of the college to act as the initial hearing officer in academic honesty cases (see Article 5.02).

1.12.07

College Hearing Officer. The college hearing officer is designated by the dean of the college in which the alleged violation of the academic honesty policy occurs and is responsible for facilitating the college procedures related to the alleged violation of the academic honesty policy.

1.12.08

Student. Student refers to any individual who has ever registered and paid (made a complete payment or has made at least one installment payment) for a course, or courses at the University of Houston. This definition would normally include undergraduate students, graduate students, postbaccalaureates, professional school students and individuals auditing courses.

1.12.09

Waiver of Departmental Hearing. Students with no academic honesty violations on record may have the option to waive a departmental hearing under agreement with the instructor and departmental hearing officer. Waiver of departmental hearing is not an option for cases involving sanctions of disciplinary probation or that require a college hearing [see Article 5.01a].

1.12.10

Waiver of Automatic College Hearing. Departmental sanctions of suspension or expulsion require an automatic college hearing. Students wishing to waive the college hearing and thereby accept such sanctions must review and sign a waiver form issued by the Dean of Students Office (see Article 5.04).

1.13

Notification. All required written notices shall be addressed to the student via their UH email. It is the responsibility of the student to keep his/her destination email address up to date on his/her student record (my.uh.edu). A notice properly addressed and so sent shall be presumed to have been received by the student.

1.14

Retaliation. The University of Houston prohibits retaliatory action against persons who report incidents of alleged academic dishonesty under this policy, are suspected of having reported incidents of alleged academic dishonesty under this policy, who are identified to serve or have served as witnesses in any academic honesty proceeding, or who are identified to serve or have served on an Academic Honesty Panel. Any acts of retaliation will be referred to the appropriate office for review and response.

Article 2. Preventive Practices

2.01

Preventive Measures. Instructors can help students comply with the academic honesty policy by minimizing temptation to act dishonestly. Measures instructors should consider are:

Maintaining adequate security precautions in the preparation and handling of tests;

Structuring the type and sequence of examination questions so as to discourage dishonesty;

Providing ample room for proper spacing of students during examinations, when possible;

Monitoring examinations, especially in large classes and in classes where not all students are known to the instructor or the assistant;

Making clear to their students the rules concerning the use of electronic devices;

Making clear to their students, in writing, what constitutes academic dishonesty, particularly in those classes where group activities (laboratory exercises, generation of field reports, etc.) are part of the instructional process;

Requiring students to submit their own work and defining for their students particular aspects of dishonesty, such as plagiarism and self-plagiarism;

Requiring students to show a picture ID and sign major assignments and exams; and

Helping raise consciousness of the issue of academic honesty by asking students to sign an honor pledge in the first week of class and to write a short honor pledge in their own hand on their major assignments.

Article 3. Categories of Academic Dishonesty

3.01

Application of the Academic Honesty Policy. This policy applies to those acts of dishonesty committed by a student while enrolled at the University of Houston.

3.02

Academic Dishonesty Prohibited. "Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes, but is not limited to, the following:

Plagiarism

Representing as one's own work the work of another without acknowledging the source (plagiarism). This would include submitting substantially identical laboratory reports or other materials in fulfillment of an assignment by two or more individuals, whether or not these used common data or other information, unless this has been specifically permitted by the instructor. Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in written assignments, candidacy exams, and theses/dissertations;

Cheating and Unauthorized Group Work

Openly cheating in an examination, as copying from another's paper;

Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;

Using and/or possessing "crib notes," as unauthorized use of notes or the like to aid in answering questions during an examination;

Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;

Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;

Using another's laboratory results as one's own, whether with or without the permission of the owner;

Falsifying results in laboratory experiments;

Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;

Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;

Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Article 4. Sanctions

4.01

Sanctions. The sanctions for confirmed violations of this policy shall be commensurate with the nature of the offense and with the record of the student regarding any previous infractions.

Sanctions may include, but are not limited to: a lowered grade, failure on the examination or assignment in question, failure in the course, probation, suspension, or expulsion from the University of Houston, or a combination of these.

If a sanction of probation or suspension is assigned, it must have a specified starting and ending date, unless the sanction is expulsion, in which case, an end date is not specified. Students are not permitted enrollment under sanctions of suspension and expulsion.

A student who is found to have violated the Academic Honesty Policy at the departmental or college level before the end of an academic term may remain enrolled in the course at issue while any appeal provided for under this policy is pending. Sanctions do not become final and may not be applied while any appeal provided for under this policy is pending. Once a sanction becomes final, if the case occurs in a college outside of the student's college, the department hearing officer/college hearing officer will notify the dean of the student's college.

A doctoral student receiving a sanction of suspension must file a leave of absence for the duration of the suspension, in accordance with the continuous enrollment policy as specified in the Graduate Catalog.

Students may not receive a W for courses in which they have been found guilty of a violation of the Academic Honesty Policy. If a W is received prior to a guilty finding, the student will become liable for the Academic Honesty penalty, including F grades.

4.02

Probation, Suspension, and Expulsion. The terms probation, suspension and expulsion as used herein refer to these sanctions only as they are imposed as a result of violations of this Academic Honesty Policy. All policies and procedures for the imposition and appeal of these sanctions are contained within this policy.

Article 5. Departmental Hearing

5.01

Departmental Hearing. When an instructor has reasonable grounds to believe that a student has committed an act of academic dishonesty, the instructor shall notify the departmental hearing officer of the concerned department, in writing, within five class days of discovery.

Students who believe they have observed an act of academic dishonesty shall report the incident to the instructor, as soon as possible, who shall then report the incident in writing to the departmental hearing officer within five class days.

The Departmental Hearing Officer will check to see if the accused student has any prior violations of academic honesty listed with the Provost Office. A student is eligible for a waiver of departmental hearing only if he/she has no prior waiver of departmental hearing and no previous findings of violation of the Academic Honesty Policy.

Waiver of Departmental Hearing.

Upon notifying the departmental hearing officer of the alleged violation, the faculty member shall have the option of suggesting to the departmental hearing officer a sanction for the alleged violation of the Academic Honesty Policy that would, if acceptable to the student, instructor, and departmental hearing officer, preclude a departmental hearing. Such sanctions would normally include reduced or zero credit for a test assignment, a grade of "F" in a course, or other such agreed upon sanctions. Sanctions involving disciplinary probation or sanctions requiring a college level hearing cannot be used.

In cases for which the instructor suggests a sanction so as to preclude the departmental hearing, within five class days of receiving the instructor's report the accused shall be notified, in writing, by the departmental hearing officer informing the accused student of the nature of violation, the recommended sanction, and ask the student to select between the choice of: (1) admitting the alleged academic honesty violation, waiving the formal departmental hearing, and accepting the associated sanction; or (2) proceeding to a formal departmental hearing.

The waiver of a departmental hearing must be agreed to by the instructor, the student, and the departmental hearing officer. In the event that all three cannot agree to a waiver, the case must be moved to a formal departmental hearing.

The waiver of a departmental hearing is agreed to by completing a Departmental Hearing Waiver form that must be signed by the student, instructor and departmental hearing officer. Upon agreement of the waiver of departmental hearing, a copy of the completed waiver form will be shared with the college dean's office and the Provost Office to be included on a list of recorded cases of academic honesty violations. Following graduation, the student can request that his/her name be removed from these lists. An agreement to settle an academic honesty infraction via a waiver of the formal departmental hearing will not result in any record being kept that is reflected on the student's transcript.

If the departmental hearing officer has not received a response from the student within 10 class days of the notification of these options, the departmental hearing officer shall, within the next five class days, schedule a departmental hearing.

Departmental Hearing Procedures.

In case a waiver of a departmental hearing is not an option, the departmental hearing officer shall, within 10 class days of receiving the instructor's report, schedule a departmental hearing. To schedule a departmental hearing, the departmental hearing officer shall notify the instructor, the accused student and the accusing party, if other than the instructor, of the nature of the alleged violation and the time and date of the hearing as provided in Article 1.13. Should any of the parties fail to appear, without good cause, at the departmental hearing, the departmental hearing officer may render a decision in their absence.

Both the instructor and the student shall have an opportunity to present their cases during the above hearing. This may include the introduction of documents and/or physical evidence as well as statements from individuals who have knowledge of the circumstances. If either party intends to have individuals appear at the hearing for such statements, the departmental hearing officer must be notified at least three class days before the hearing. Both parties have an opportunity to examine the documents pertaining to the alleged violations during the hearing.

If either party intends to have legal counsel attend the hearing, the departmental hearing officer must be notified at least three class days before the hearing. The hearing cannot be held with such counsel in attendance unless a representative from University of Houston legal counsel is also present. If either party will be advised by legal counsel, this individual may attend the hearing but shall not directly participate in the hearing or enter into discussion with the parties present.

If physical evidence or witness testimony is presented in a departmental hearing, and if either party needs reasonable time to review the evidence and/or consider the witness testimony, either party may request a postponement of the departmental hearing. Decisions on postponement of the hearing will be made at the discretion of the departmental hearing officer.

The departmental hearing officer shall render a decision within three class days after the hearing and forward copies of the decision to the student, instructor, and college hearing officer of the college responsible for the course in which the alleged violation occurred. Both the accused student and the instructor have equal option of appeal if the decision of the departmental hearing officer is not acceptable.

If a written appeal is not received by the college hearing officer of the college within ten class days of the decision at the departmental level, the action recommended by the departmental hearing officer shall be implemented and the Provost Office shall be notified of the outcome of the case [see Article 8.02]. A departmentally recommended sanction involving suspension or expulsion shall be reviewed in a college hearing unless such hearing is waived as provided in Article 5.04 below.

5.02

Colleges Without Departments. For colleges that do not have individual departments, the decision of the initial hearing officer designated by the dean of the college shall constitute the equivalent of a departmental decision. Only if this decision is reviewed and upheld by the college by virtue of appeal or automatic review would a college decision be rendered. The hearing officer for the college appeal or review shall not be the initial hearing officer.

5.03

Group Violations of the Academic Honesty Policy. At the discretion of the departmental hearing officer, in instances where two or more students are alleged to be involved in the same infraction of the academic honesty policy, the case against the whole group will be dealt with at a single hearing. The facts common to all cases will be presented with all students allegedly involved in attendance. Each student shall be allowed to present his/her statement to the departmental hearing officer separately. If requested by the presenting student, such statements shall be presented outside the hearing of the other students.

5.04

Waiver of Automatic College Hearing. If a student wishes to accept a departmentally recommended sanction of suspension or expulsion, he or she may submit a written waiver form to the college hearing officer no later than 10 class days after being notified of the departmental decision. The waiver form is issued from the Office of the Dean of Students only after the student has met with the dean of students (or his/her designated representative), who will ensure that the student is aware of his/her rights in the appeal process. The college hearing officer shall then implement the departmental decision and notify the appropriate parties of the disposition of the case within five class days of receipt of the waiver request. The sanction is considered a college level decision.

5.05

Conflict of Interest. When departmental or college hearing officers are themselves party to a case, they shall in no way participate in the administration of the policy in that case. Such responsibilities shall pass to faculty and administrators not directly involved in the case.

Article 6. College Hearing

6.01

College Hearing. If either the student or the instructor wishes to appeal the decision of the departmental hearing officer, he or she must file a written request for a hearing with the college hearing officer within 10 class days of the departmental hearing officer's decision. Within 10 class days of receipt of such a request, the college hearing officer will set a time, date and place for the hearing. The college hearing is a de novo hearing in which the Panel must consider all the evidence on all the issues presented in the appeal as though no previous action has been taken.

6.02

College Hearing Officer. The college hearing officer shall be appointed by the dean. Typically the college hearing officer will be appointed for a full academic year. Correspondence with the college hearing officer should be addressed to the office of the dean of the college.

6.03

Duties of the College Hearing Officer. It shall be the duty of the college hearing officer to:

Select a college academic honesty panel;

Set and give notice of the time and place of the college hearing;

Conduct the hearing in an orderly manner so that both sides are given an opportunity to state their case;

Rule on procedural matters;

Leave the hearing room during the panel's deliberations but remain available to answer questions on procedural matters; and

Prepare and submit one copy of the decision to the dean, one copy to the provost, and one copy to the dean of the Graduate School for matters involving graduate students. The college hearing officer shall not take part in the vote or otherwise participate in the deliberations of the panel.

6.04

Academic Honesty Panel. The college academic honesty panel shall consist of two faculty members and three students. The panel will be selected by the college hearing officer from faculty and currently enrolled students from the accused student's academic peer group in the college. Faculty and students serving on the panel should be from the college in which the alleged violation occurred, and preferably from departments outside of either parties' academic department or program, where possible. The chair of the panel shall be a student appointed by the college hearing officer.

6.05

The Dean of Students. The dean of students, or his or her designee, shall be required to attend all college hearings to serve as a University of Houston resource person. This individual shall not have a vote at a college hearing or be present during the deliberations of the panel.

6.06

College Hearing Procedure.

The date of the hearing must be adhered to. Any delay must be approved by the college hearing officer. Only documented, extenuating circumstances will be considered.

Three class days prior to the hearing, all parties notify the college hearing officer in writing of the names of their witnesses, if any, and the subject of their testimonies. At that time, the parties will also submit a copy of the documents they intend to present during the hearing. Upon request, the college hearing officer will make available to the parties the information and documents referenced in this section.

The hearing shall have an audio recording. The parties involved may obtain a copy of the recording from the college hearing officer at the expense of the requesting party.

The hearing shall be held in two phases. The first phase is the determination of violation, followed, if necessary, by the sanction phase.

All parties shall be afforded the opportunity to present statements, pertinent documentation and witnesses and have an opportunity to examine the documents pertaining to the alleged violations during the hearing.

All parties shall have the right to advice of counsel of choice. If either party intends to have legal counsel attend the hearing, the college hearing officer must be notified at least three class days before the hearing. The hearing cannot be held with such counsel in attendance unless a representative from University of Houston legal counsel is also present. If either party will be advised by legal counsel, this individual may attend the hearing but shall not directly participate in the hearing or enter into discussion with the parties present.

The cases presented to the panel must be made by the accusing individual and the accused student. The instructor or other individuals who reported the alleged misconduct shall present the relevant information, including statements by witnesses. The accused student shall then present his/her statement and relevant information, including statements by witnesses. Neither party shall ask questions of or solicit answers directly from the other party or its witnesses. Where it appears that there are matters of disputed fact, the college hearing officer shall request the panel to ask appropriate questions of either or both parties and/or their respective witnesses so as to clarify the points in dispute.

The panel shall have the right to question any and all witnesses and to examine documentation presented.

At the conclusion of each phase of the hearing, the panel shall meet in a closed session to render a decision. A student is found in violation of the academic honesty policy by a vote of four or more members of the panel, and the sanction has to be agreed to by three or more members of the panel. Upon reaching a decision in either phase, the panel shall reconvene with all parties present and inform all parties of its judgment.

The college hearing officer shall notify in writing all parties, including the dean of the college and the provost, of the disposition of the case within five class days of receipt of the panel's judgment.

6.07

Group Violations of the Academic Honesty Policy. In instances where two or more students are alleged to be involved in the same infraction of the academic honesty policy, at the discretion of the college hearing officer, the case against the whole group will be heard by a single academic honesty panel. The facts common to all cases will be presented with all students allegedly involved in attendance. Each student shall be allowed to present his/her case and/or statements to the panel separately. If requested by the presenting student, such statements shall be presented outside the hearing of the other students.

Article 7. Senior Vice President for Academic Affairs and Provost Appeal

7.01

Appeal of the Panel's Decision. Within five class days of the panel's decision, either party may file an appeal for review with the provost or that officer designated by the provost. The appeal shall be in writing and shall specifically address the issues to be reviewed.

7.02

Senior Vice President for Academic Affairs and Provost Procedural Review. The provost shall review the appeal within 15 class days of the receipt of the appeal. If either party has requested an appearance or is requested to appear by the provost, then both parties must be informed. Because the case was heard by a peer group, the intent of the provost's review is not to modify the sanction nor to substitute the judgment of the provost for that of the peer panel which heard the case, or hear new or additional facts on the case. The intent of this review is to ensure that the college hearing and judgment were not arbitrary, capricious or discriminatory, did not violate the due process of the accused, and did not violate the concepts of fair play to both parties. The provost shall notify all parties of the decision within three class days of the completion of the review.

7.03

Actions Which the Senior Vice President for Academic Affairs and Provost May Take.

The provost may conclude that one or more of the basic concepts involved in a fair hearing at the college level were violated and may subsequently pursue one of the following actions:

For undergraduate students, return the case to the college for another hearing with a different panel in accordance with Article 6 and resubmission for provost procedural review; or

For undergraduate students, if, in a rare case, the provost deems that another hearing in the same college would not result in a fair hearing, the provost may send the case to another college with the disciplinary expertise to hold a fair hearing, for a new hearing there in accordance with Article 6 and resubmission for provost procedural review; or

For undergraduate students, if, in a rare case, the provost independently deems that the sanction assessed in the college hearing is not commensurate with the violation, then the provost may send the case back to the college as described above; and

For graduate students, refer the case to the Vice Provost/Dean of the Graduate School for review. Review by the Dean of the Graduate School shall be for the purpose of determining: (i) Whether the appealing party was given a reasonable opportunity to be heard at the departmental and college levels and (ii) whether the college's decision was reasonably reached. Procedural violations which would not affect the substantive result or are not substantially prejudicial to either party are not grounds for appeal.

Upon receiving a referral from the provost for review the Vice Provost/Dean of the Graduate School will review the appeal and will, within 10 working days, return the case to the college for another hearing with a different panel in accordance with Article 6 and resubmission for provost procedural review, reject the appeal, or refer the case to a committee. If the dean decides to refer the case to a committee, the dean will notify the chairperson of the Graduate and Professional Studies Council (GPSC), who will appoint a Graduate and Professional Studies Grievance Committee (GPSGC) within 10 working days of receiving such notification.

The GPSGC will consist of one graduate/professional student and three faculty members, none of whom will be from any respondent's department or program or from the department or program in which the student is enrolled. The faculty members will be appointed by the chair of GPSC on an ad hoc basis. The chair of GPSC will also select the student member from a pool of graduate students provided by each of the colleges. The chair of the committee will be elected by the committee members. All members of the committee will have voting privileges. The GPSGC will review the appeal file and may also request other documents as it sees fit.

Within 30 calendar days of being formed, the GPSGC should schedule an appeal hearing with the interested parties. This deadline may be extended at the GPSGC's discretion upon written request of a party or upon stipulation of all parties. The hearing shall have an audio recording. The parties involved may obtain a copy of the recording at the request and expense of the requesting party. Counsel for each of the parties involved may be present with that person, but will not be allowed to speak at the hearing. Expert resources should be available to the committee in an advisory capacity as needed. The GPSGC will report its recommendations in writing to the Vice Provost/Dean of the Graduate School within 10 working days of the hearing, who will make a decision within 10 working days following their receipt. The Vice Provost/Dean of the Graduate School will forward a copy and this decision in writing to the parties, to the dean of the college in the event he/she is not a party, to the GPSGC and resubmission to the provost for final procedural review.

The provost may approve the actions and conclusions of the college academic honesty panel and see that the judgment is enforced. The provost's procedural review is the final institutional step in matters of academic integrity.

Article 8. Records

8.01

Records of Academic Honesty Proceedings. Records of proceedings under this Policy are considered a student's education records in accordance with the University of Houston's Student Records: Family Educational Rights and Privacy Act Policy. Records relating to departmental proceedings under this policy, including waivers, will be maintained by the department. Records relating to college proceedings under this policy, including waivers, will be maintained by the college.

8.02

Provost's Office. The Office of the Provost shall maintain a record of those students found in violation of the policy at any level, including those students who have elected a waiver of the departmental hearing (See Article 5.01a).

8.03

Notations on a Student's Transcript. A sanction of probation, suspension or expulsion under this policy will be expressly noted as such on the student's transcript, unless specified in the sanction that it should not be noted. When the specified period of time for a sanction of probation or suspension has elapsed, the student may petition the college placing the notation of academic honesty violation to request that the Office of the University Registrar remove the notation from the transcript. It is the student's responsibility to initiate any petition to remove the notation from the transcript. Notations of expulsion because of academic dishonesty are a permanent part of a student's transcript.

APPENDIX B
DEPARTMENT of COMMUNICATION SCIENCES and
DISORDERS GRIEVANCE POLICY

Any student who believes he or she has an academic grievance involving the Department of Communication Sciences and Disorders should first try to resolve the grievance informally with the faculty member or other involved parties. In some cases, the student may have to discuss the grievance with the department chair, the college officer designated by the dean, or both before obtaining a satisfactory resolution.

If the informal discussions do not resolve the academic grievance, the aggrieved student may initiate a formal grievance by submitting a written complaint to the chair of the department involved (or the college officer designated by the dean if the chair is the focus of the grievance) within 60 days of initiating informal proceedings.

The following procedures will be used concerning a grievance:

- The Department Chair will be responsible for appointing the grievance panel and identifying the chair of the grievance panel, who will manage all stages of the process. If the Department Chair is named in the grievance, the Vice Chair will take over these responsibilities. If both the Department Chair and the Vice Chair are named in the grievance, a full-time tenured faculty member who is not named in the grievance will be responsible for initiating the proceedings.
- A grievance panel will be constructed by the Department Chair who also will assign a panel chair (except in cases as noted above).
- The Grievance panel will include:
 - 3 full-time ComD faculty members
 - 1 UH faculty from outside ComD
 - 1 UH student from outside the department
 - One of the faculty members will serve as the Chair of the grievance panel.
- The student must file official notice of an intention to grieve within 30 calendar days of the point in time when the grievant has knowledge or should have had knowledge of the problem being grieved or 30 calendar days from the date of the posting of the official grade, **whichever occurs first**. Within 60 calendar days of filing the intent to grieve notice, the grievant must submit a formal grievance to the Chair of the Department of Communication Sciences and Disorders.

- In filing the formal grievance, the grievant must state 1) when he/she discovered the issue being grieved, 2) what issue is being grieved and provide evidence to support the grievance, and 3) what the desired resolution would be.
- After filing the formal grievance, no additional evidence may be submitted by the grievant with the exception of new evidence that were to come to light between the time of submitting the formal grievance and the hearing. Should new evidence be discovered between the submission of the formal grievance and the hearing that is different from evidence already provided and has potentially significant bearing on the proceedings, the grievant and her or his representative may introduce such evidence provided that 1) the new information was discovered after the submission of the formal grievance, 2) it provides novel information that is qualitatively different from what had already been submitted in the formal grievance, and 3) it has potentially significant implications on the proceedings. Novel evidence adhering to the guidelines stipulated above should be presented orally and in the form of a maximum 300-word addendum a minimum of one full business day prior to the time of the hearing.
- Upon receipt of the formal grievance, the Department Chair will inform the person(s) to whom the grievance is directed and provide them with a confidential copy of the formal grievance.
- The person(s) to whom the grievance is directed will have 14 calendar days to produce a written response to the grievance.
- After filing the formal response to the grievance, no additional evidence may be submitted by the person(s) to whom the grievance is directed with the exception of new evidence that were to come to light between the time of submitting the formal response and the hearing and at the sole discretion of the Grievance Panel Chair. Should new evidence be discovered between the submission of the formal response to grievance and the hearing that is different from evidence already provided and has potentially significant bearing on the proceedings, the person(s) to whom the grievance was directed may introduce such evidence provided that 1) the new information was discovered after the submission of the formal response, 2) it provides novel information that is qualitatively different from what had already been submitted in the formal response, and 3) it has potentially significant implications on the proceedings. Novel evidence adhering to the guidelines stipulated above should be presented orally and in the form of a maximum 300-word addendum at the time of the hearing.
- The grievant will receive a copy of the response composed by the person(s) to whom the grievance is directed within a week of the submission of the rebuttal.

A hearing will be scheduled within six weeks of receipt of the formal grievance. The Departmental secretary will arrange a date, time and place for the hearing.

All members of the grievance panel will have access to the formal grievance, the written response, and any evidence provided, a minimum of one week prior to the hearing.

The following hearing guidelines will be in effect:

The grievant may invite an advocate to accompany him/her.

The grievant, an advocate, the person(s) to whom the grievance is directed, and the full panel will be present at the hearing.

The grievant, the advocate, and the person(s) to whom the grievance is directed may speak at the hearing.

The hearing will be based on the original formal grievance, the response provided by the person(s) to whom the grievance was directed, and any new evidence introduced at the hearing (if any).

Only the panel members will be allowed to ask questions.

Recording of the hearings is allowed.

The amount of time each party is allowed for presentation will be determined by the chair of the panel, and all involved will be informed of the procedures at least 48 hours prior to the date of the hearing. Each party is to direct their comments to the panel only. Discussion between grievant, advocate and the person(s) to whom the grievance is directed is prohibited.

After both sides have presented their cases and all questions from the panel have been answered to the satisfaction of the panel members, the grievant, advocate, and opposing party (parties) will be excused and the panel will discuss the findings. The panel's discussion will not be recorded unless agreed upon by the panel.

The outcome of the grievance process will be a written report from the panel which articulates, at a minimum, a brief summary of the allegations made and the respondent's rebuttal, the findings of the panel (i.e., the panel's judgment of the facts), and the recommendations of the panel. The recommendations must address the specific issues and resolutions provided by the grievant. The report will be completed within one week after the hearing has been conducted. The decision will be sent to the grievant, the opposing party, and the Department Chair.

The grievant has the right to appeal the decision of the departmental grievance panel. This must be done in accordance to college procedures (see below).

College of Liberal Arts and Stoical Sciences Academic Grievance Policy

In the normal conduct of education at the University of Houston, justifiable grievances may arise concerning the violation of university, college, or department academic policies or procedures. The College of Liberal Arts and Social Sciences is committed to resolving these grievances in a fair, orderly, and expeditious manner. To that end, the college has established informal and formal procedures beginning at the department level for settling academic grievances.

An academic grievance refers to an action taken against a student by a member of the faculty (including part-time instructors and teaching assistants), staff, or administration that either violates a university, college, or department academic policy or procedure or prejudicially treats the student on the basis of race, color, national origin, religion, sex, age, handicap, veteran status, or any other non-academic status or characteristic.

Because assigning a grade or evaluating a student's work performance involves the faculty's professional judgment and is an integral part of the faculty's teaching responsibilities, disagreement with an instructor concerning a grade or evaluation is not a justifiable grievance to be considered under this policy unless factors such as those mentioned in the previous paragraph can be shown to have affected that grade or evaluation.

A student with a justifiable grievance that can be substantiated should initiate academic grievance proceedings as soon as possible after the action in dispute occurs.

Any student who believes he or she has an academic grievance involving the College of Liberal Arts and Social Sciences should first try to resolve the grievance informally with the faculty member or other involved parties. In some cases, the student may have to discuss the grievance with the department chair, the college officer designated by the dean, or both before obtaining a satisfactory resolution.

If the informal discussions do not resolve the academic grievance, the aggrieved student may initiate a formal grievance by submitting a written complaint to the chair of the department involved (or the college officer designated by the dean if the chair is the focus of the grievance) within 60 days of initiating informal proceedings. The aggrieved student who does not obtain a satisfactory resolution at the departmental level may file a formal appeal first with the office of the dean and then, failing to obtain satisfaction, with the Graduate and Professional Studies Council and the office of the senior vice president for academic affairs. The procedures a graduate student must follow to file an academic grievance in the College of Liberal Arts and Social Sciences are available at the Class website (<http://www.class.uh.edu/>) and in the Dean's Office (402 Agnes Arnold Hall).

APPENDIX C
THESIS GUIDELINES: STEPS for COMPLETION

Please note that the following should be used as a guideline only. Each thesis committee is different, and the thesis committee may deem it necessary to make changes in particular procedures or timelines. At each stage of the process the student should confirm the procedures and timeline with his/her committee.

This following, addressed to the thesis student, is a general timeline and based on a 5-term program. Students in a part-time program will adjust accordingly and with their advisors' support.

Dear Student,

We are excited that you are interested in pursuing the academic challenge of pursuing a master's thesis. This process takes nearly a year to complete, so you'll need to stay on top of your requirements. Please use this guide to help you plan, but make all final decisions with the support of your committee.

Term 1 – 2: Find thesis committee members, including: committee chair (person in the department who has expertise of your project subject area; this is the person with whom you will work most closely), a second committee member from the department, at least one committee member from outside the department (can be from another U of H department, another university, or the community). Your committee chair can help you select appropriate committee members.

Term 1 - 2: Write the first two chapters: Literature Review and Methods chapters. You may have started these in the Research Methods class. If so, you will need to expand them by increasing the depth, complexity, and number of citations. These will be the basis for your prospectus meeting. As a general guideline, use the most recent edition of the *Publication Manual of the American Psychological Association* as you are writing the thesis.

Term 2: Complete Initial Thesis Approval Form

Term 2 – 3: Register for Thesis COMD 6399 - You must complete a total of 6 thesis credit hours. You must be registered in the term you defend your thesis. Typically students register during the first summer term (in lieu of the summer elective) and again in the final term of the program (the term in which you defend).

- Contact your committee members to find a time when all can meet for your Prospectus Meeting.

Term 2 - 3: Consult with your chair early and maintain an open line of communication with her/him. Request your chair's approval before submitting your working drafts to the rest of the committee. After your chair's approval, Turn in first two chapters to committee members, allowing approximately two weeks for the committee to review the chapters before the Prospectus Meeting.

Term 2 – 3: At the Prospectus Meeting, present a brief outline of the findings of your literature review, your proposed project, and your rationale for completing this experiment.

- Bring the proper paperwork (what you need is the Committee Appointment Record—you can get this from the program administrator) to the Prospectus Meeting to obtain signatures from committee members. Keep one copy of the paperwork and turn the other page in to the program administrator.
- Committee members will discuss their concerns/suggestions for your project, and will bring their revisions of your first two chapters to the meeting.
- Term 2 – 3: Prepare the application to the Committee for the Protection of Human Subjects (CPHS). <http://www.uh.edu/research/compliance/irb/irb-cmte-3/>The CPHS only convenes once per month, so make sure you keep an eye on upcoming deadlines for submission. Student projects are submitted to Committee 3.
- Follow guidelines for on-line submission via ICON on the UH Division of Research Website. On-line & in-person training and review of submissions are available through CPHS.
- Be ready to submit CPHS application as soon as you complete the prospectus meeting, as this approval process can take a long time (you cannot start your data collection until you have received approval from the CPHS).
Be sure to incorporate any changes recommended by your committee.

Term 2 - 3: While you are waiting for approval from the CPHS, make revisions to the first two chapters suggested by the committee members.

Term 2 – 3 and beyond:

- After you get approval from CPHS, carry out your research protocol; collect and analyze your data.
- Write Results and Discussion chapters. As you compose your thesis, ensure that it adheres to the preferred CLASS format. As a general guideline, use the most recent edition of the *Publication Manual of the American Psychological Association*.
- Set a date for Thesis Defense with committee members.
- Before the Defense:
 - Obtain your chair's approval for the final draft of your thesis.
 - Submit all chapters to committee members (*approximately two weeks before the defense*) for their review.
 - Some committee members will submit their feedback to you before the defense—make revisions as needed.
 - Prepare a PowerPoint presentation to use in a 15-20 minute presentation of your project. Focus on the results and discussion sections in your presentation.
 - Prepare three signature pages on 100% cotton paper for the committee members to sign at the defense (see attached signature page example).
 - Begin to prepare your manuscript to meet the guidelines of the CLASS Dean's office.
- At the Defense:
 - You will give your presentation first, and then your committee chair will open up the floor to questions (from your thesis committee first, then from the general

audience). Please note that defenses are public and other members of our academic, local, or larger community may attend the presentation.

- After the question and answer period, the committee members will discuss your thesis privately and conclude whether or not you passed.
 - Then they will return, and if you passed, they will then sign your signature pages.
 - Minor or major changes may be requested by the committee (please see the next section for details on revisions).
-
- After the defense, prepare your total manuscript for submission to the CLASS Dean's office. Allow yourself time after the defense to make revisions brought to light in the defense discussion. Minor changes may only require adjustments that do not need to be verified by the entire committee. Major changes may need to be approved again by the committee.
 - Contact the Graduate Program director (713-743-4012, 402 E Cullen) to schedule an appointment to drop off your manuscript for submission and review by personnel in the Dean's office.
 - When submitting your manuscript: place one review copy in a manila envelope with an extra copy of the title page stapled to the outside of the envelope. You also need to place a typed sheet with your contact information (name, program, telephone number, email address) in the manila folder. Place the signed signature pages in a file folder, as well as the copyright page and any permission letters, if applicable.
 - After you turn in your manuscript to the Dean's office, allow 5 days for the Associate Dean to review your manuscript—if you do not need to make any changes, the signature pages will be available for you to pick up.
 - If the Associate Dean has changes for you to make, you will have to resubmit your manuscript and wait another 5 days for an additional review.
 - After you pick up the signature pages, you have 5 days to print 3 copies of your thesis: one copy on 100% cotton paper; two copies on 25% cotton paper (You can buy this at Office Depot or other office supply stores).
 - After you have printed the three copies and have placed all the pages in the order outlined by the Dean's Office, take the three copies to the book binder (the Graduate Program Director will have information about what company U of H is using and how to get there—this changes from time to time).
 - Have the book binder fax the receipt to U of H, or you can deliver a copy of the receipt to the Dean's office yourself.

 - At this point you are free to graduate!

 - After 4-6 weeks, or whenever your bound copies of your thesis are ready, go back to the book binders, pick up the copies, and drop them off at the Dean's office.
 - Please hand-deliver the copy of your thesis that goes to the ComD department to the Department Chair or Program Coordinator.

All the best as you work through this challenging and rewarding process.

APPENDIX D

ADDITIONAL GRADUATE STUDENT FINANCIAL AID

Introduction

Despite budget cuts and increased competition for scarce financial resources, funds are available to students determined to explore every avenue in pursuit of an education. The application process can be frustrating and the information on funding sources is scattered. For these reasons, UH has prepared general information on financial aid at: <http://www.uh.edu/financial/undergraduate/forms/index.php>.

Helpful Hints

The process of applying for financial aid can be confusing and time consuming, especially for the first-time applicant. Students can increase chances of receiving aid by doing the following:

- Apply to as many sources as possible.
- Ask for information and help.
- Apply as early as possible.

Sources of Information

Academic Job Announcements

H-Net: <http://www.h-net.org>

Chronicle of Higher Education: <http://chronicle.com/section/Jobs/61/>

MLA: <http://www.mla.org/jil>

Many valuable sources of information on grant and fellowship support for education are easily available on-line. Some of the most useful are:

1. **Fastweb** (free scholarship searches): www.demo.studentservices.com/fastweb/
A searchable database of more than 180,000 private sector scholarships and grants.
2. **The Financial Aid Information Page:** www.finaid.org/
Comprehensive information about sources of student financial aid.
3. **The Foundation Center:** www.fdncenter.org/
4. **Foundation and Funders:** www.finaid.org
5. **Foundations On-Line:** www.foundations.org/
6. **Mach25:** www.collegenet.com/mach25/
CollegeNet's database of scholarships.
7. **Scholarship and Fellowship Databases:** <http://www.finaid.org/scholarships/>
Links to many scholarship databases.
8. **Student Guide:** <http://www2.ed.gov/fund/landing.jhtml>
The Department of Education's guide to all major federal aid programs.

For information on Texas and federal assistance, consult the following guides and databases:

1. **Texas Guaranteed Student Loan Corporation:** <http://www.tgslc.org/students/>
3. **The Scholarship Database:** <http://www.aie.org>
The Web's most comprehensive, up-to-date, no fee, searchable database of student financial aid.
4. **Texas Higher Education Coordinating Board WebSite:** <http://www.thecb.state.tx.us/>
Information regarding state loan, work and grant programs for Texas residents.

More than a dozen federal agencies fund fellowship and traineeship programs. The amounts and types of assistance vary considerably.

One of many federal initiatives is the **Jacob Javits Fellowship Program**, which provides grants to students in the arts, humanities and social sciences. Application requests should be addressed to the Director, Jacob Javits Fellowship Program, U.S. Department of Education, Mail Stop 3327, 400 Maryland Ave., SW, ROB-3, Washington, DC 20202, (202) 732-4415.

The G.I. Bill of the past has been replaced by a series of programs. Veterans may use their educational benefits for training at the graduate level and should contact their regional Veterans Administration Office.

UH's Office of Grants and Contracts provides information about federal direct subsidized and unsubsidized loans and federal work-study programs.

Funding for Minority Students

The foundations listed below are only a few examples of the types of funding sources available to minority students.

Bureau of Indian Affairs offers aid to students who demonstrate financial need, who are at least one-fourth American Indian or Alaskan native, and who are from a federally recognized tribe. To obtain more information, contact the Bureau of Indian Affairs, PO Box 8327, Albuquerque, NM 87198. The BIA Higher Education Program has need-based scholarships and loans. Contact the Indian Resource Center, PO Box 1788, Albuquerque, NM 87103.

National Hispanic Scholarship Fund provides scholarships for undergraduate and graduate students of Hispanic background. The application period is June 5 to October 5 each year. Send a self-addressed, stamped envelope to Selection Committee, National Hispanic Scholarship Fund, PO Box 738, San Francisco, CA 94101.

Additional Useful Internet Resources

1. **Academe This Week**, A service of the Chronicle of Higher Education: <http://chronicle.com/section/Home/5>
2. **Academic Advising Resources** on the Internet: <http://www.nacada.ksu.edu/Resources.aspx>
3. **Fund Finder Scholarship Search**: www.finaid.org/finaid/expan.html
4. **Search for Scholarships by Major**: www.studentservices.com
5. **Grants Search** through Carnegie Mellon University: www.cs.cmu.edu

APPENDIX E **EMERGENCY PROCEDURES FOR ComD, CLINICAL RESEARCH SERVICES, AND THE** **UNIVERSITY SPEECH, LANGUAGE, & HEARING CLINIC**

All Department members and students are responsible for reviewing the evacuation map (see below) and being familiar with the exits for every area of the department. The department is equipped with smoke detection systems and fire alarms throughout the building. The alarms emit sound and a flashing red light. All exits are clearly marked with red EXIT signs.

Students are notified of an emergency situation either through the alarm system or verbally. While engaged in clinical services, the student is responsible for leading the client to the nearest exit.

Students should not leave a client in a treatment room, lab, audiology test booth, or restroom while investigating the problem. Everyone should move to the nearest exit to the outside of the building until notified by a UH official that it is safe to return.

Areas of the building should be checked for occupants as follows:

Front Office Staff escort all work study students and waiting room clients out of the building as they evacuate. Check Room 104 file room, student and faculty lounges, copy/mail room, and waiting room restroom. Instruct everyone to leave the building immediately. Await further instructions from a UH official outside the building.

Audiology Staff and Clinicians escort any audiology clients out of the test booths and audiology clinic rooms to the nearest exit. Await further instructions from a UH official outside the building.

Clinicians/Students evacuate the clinician workroom, computer lab, faculty labs, library, NSSLHA lounge, classroom, and clinic materials rooms immediately by going to the nearest exit. Do not delay by continuing working on a computer document or saving files. Await further instructions from a UH official outside the building..

Clinicians/Clinical Educators in the clinic rooms escort clients and families out of the building taking the nearest exit. Await further instructions from a UH official outside the building.

Faculty/Staff with offices near the conference room and restrooms sweep these areas while leaving the building, seeing that anyone encountered is escorted out. Await further instructions from a UH official outside the building.

PERSONS IN WHEELCHAIRS MUST EXIT THE MAIN OR PATIO ENTRANCE.
DO NOT RE-ENTER THE BUILDING UNTIL THE ALL CLEAR SIGNAL HAS BEEN GIVEN BY THE UNIVERSITY OF HOUSTON POLICE.

FIRE DRILL EXIT PROCEDURES

1. Evacuate in a calm, orderly manner.
2. Begin evacuating immediately upon hearing the alarm.
3. Move away from the building once outside.
4. Do not interfere with Fire Dept. personnel or equipment.
5. DO NOT return to the building until notified by University Police that it is safe to do so.

The Department houses an Automated External Defibrillator (AED) located in the back clinic hallway near room 136 in case of emergency.

In the event of an external emergency, the University of Houston PIER notification system will be used in concert with the siren system to disseminate further information to the U of H community. Only those persons that have current contact information in PeopleSoft will be able to receive these emergency messages. Students can find instructions for updating mobile phone numbers, email addresses, and other contact information at www.uh.edu/emergency. All students are encouraged to regularly update their emergency contact information in the PeopleSoft system so they may be notified during severe weather conditions or other emergency situations.

Information concerning school closing will be posted on the UH website, and will be broadcast on major TV networks and radio stations.

Faculty and staff need to be aware of medical emergency conditions requiring immediate attention. These would include, but are not limited to:

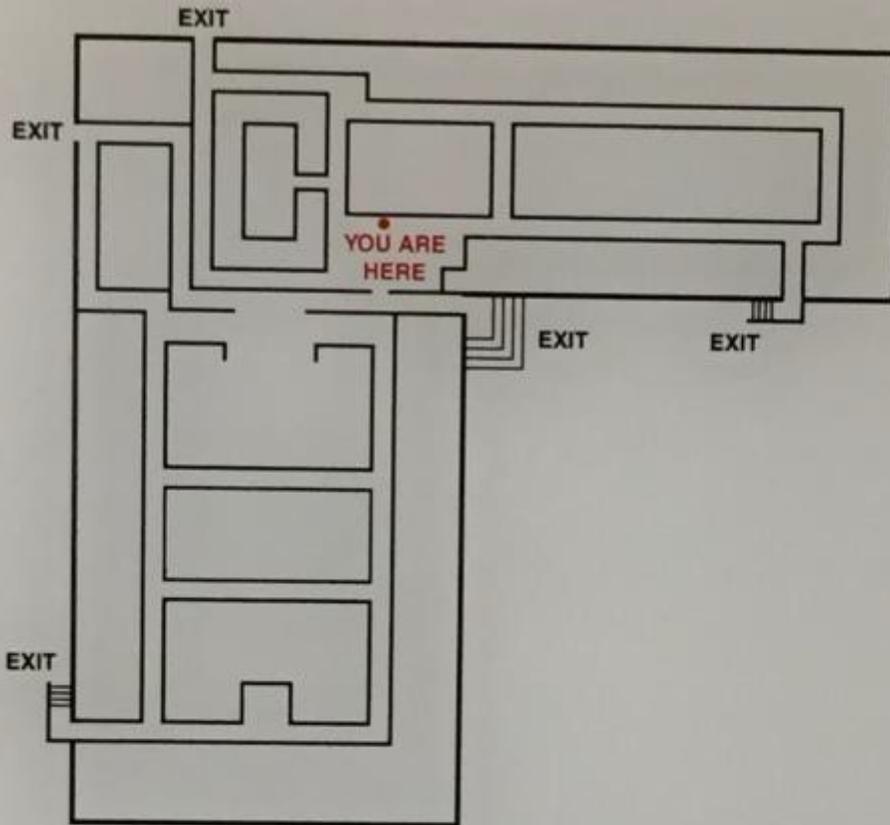
- Chest pain
- Difficulty breathing
- Symptoms of stroke
- Altered mental status
- Loss of consciousness
- Seizures
- Overdose-accidental or intentional
- Major trauma-including head trauma with loss of consciousness or altered mental status, and injuries involving more than one body part
- Severe allergic reactions with facial swelling and difficulty breathing
- Severe pain

In each of the above medical emergency conditions, **immediately notify University Police at 713-743-3333 or dial 9-1-1 from a campus phone and report the nature and severity of the medical problem and the location of the individual needing emergency medical care.** University Police will meet emergency care providers and direct them to the individual needing medical assistance. If possible, someone should stay with the individual until the University Police officer or EMT arrives. Do not move the individual unless there is an immediate threat to life (i.e. fire, dangerous fumes).

Notifying the University Health Center or transporting the individual experiencing the medical emergency conditions to the Health Center instead of immediately notifying University Police is not an appropriate, life-saving response. The Health Center is neither staffed for, nor supplied with, medications or devices to administer Advanced Life Support.

In case of an ocular (eye) emergency, please notify the University Eye Institute Ocular Diagnostic and Medical Eye Service at 713-743-2010 immediately. Symptoms that require prompt attention include sudden loss of vision, seeing flashes of light, unusual light sensitivity, extreme pain, and/or redness of the eye(s). Licensed practitioners are on call 24 hours a day, seven days a week.

Clinic front desk is indicated
with "YOU ARE HERE."



**IN CASE OF FIRE
PROCEED TO THE
NEAREST EXIT**

APPENDIX F
**STANDARDS and IMPLEMENTATION for the CERTIFICATE of CLINICAL
COMPETENCE in SPEECH-LANGUAGE PATHOLOGY**

The 2016 revisions to the 2014 Standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology are presented below. **The standards are shown in bold.** The Council for Clinical Certification (CFCC) implementation procedures follow each standard. This information can also be found at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

Standard I: Degree

The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

The applicant for certification must have completed a program of study (a minimum of 36 term credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate term credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); augmentative and alternative communication modalities.

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

Evaluation

1. *Conduct screening and prevention procedures (including prevention activities).*
2. *Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.*
3. *Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.*
4. *Adapt evaluation procedures to meet client/patient needs.*
5. *Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.*
6. *Complete administrative and reporting functions necessary to support evaluation.*
7. *Refer clients/patients for appropriate services.*

Intervention

1. *Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.*
2. *Implement intervention plans (involve clients/patients and relevant others in the intervention process).*
3. *Select or develop and use appropriate materials and instrumentation for prevention and intervention.*
4. *Measure and evaluate clients'/patients' performance and progress.*
5. *Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.*
6. *Complete administrative and reporting functions necessary to support intervention.*
7. *Identify and refer clients/patients for services as appropriate.*
8. *Interaction and Personal Qualities*
9. *Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.*
10. *Collaborate with other professionals in case management.*
11. *Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.*
12. *Adhere to the ASHA Code of Ethics and behave professionally.*

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- *interpret, integrate, and synthesize core concepts and knowledge;*
- *demonstrate appropriate professional and clinical skills; and*
- *incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.*
- *Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).*

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

Standard V-C

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods. Only the time spent in active engagement with the CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard V-D

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring

SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

Standard VII-A: Clinical Fellowship Experience

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.
- In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

APPENDIX G

**STANDARDS for ACCREDITATION of GRADUATE EDUCATION PROGRAMS in
AUDIOLOGY and SPEECH-LANGUAGE PATHOLOGY**

Approved July 2017 Implementation date: August 1, 2017

Introduction

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits graduate¹ programs that prepare individuals to enter professional practice in audiology and/or speech-language pathology. The CAA was established by ASHA and is authorized to function autonomously in setting and implementing standards and awarding accreditation. The CAA is recognized by the Council for Higher Education Accreditation and by the U.S. Secretary of Education as the accrediting agency for the accreditation and preaccreditation (accreditation candidate) of education programs leading to the first professional or clinical degree at the master's or doctoral level and for the accreditation of these programs offered via distance education, throughout the United States.

The intention of accreditation is to promote excellence in educational preparation while assuring the public that graduates of accredited programs are educated in a core set of knowledge and skills required for independent professional practice. Quality education can be achieved in a variety of ways, and the CAA wishes to support programs in the achievement of the highest quality possible. These standards identify basic elements that must exist in all accredited graduate education programs while encouraging flexibility in the ways in which programs pursue excellence.

The CAA has identified the following six components as essential to quality education in the professions and has established its accreditation standards accordingly:

- administrative structure and governance*
- faculty*
- curriculum (academic and clinical education)*
- students*
- assessment*

¹ Graduate refers to programs leading to a master's or doctoral degree, including a clinical doctoral degree, offered through graduate or professional schools.

- *program resources*

Accreditation Standards

The CAA has adopted the following standards as necessary conditions for accreditation of eligible graduate education programs. The CAA is responsible for evaluating the adequacy of an applicant program's efforts to satisfy each standard. Compliance with all standards represents the minimum requirement for accreditation.

Recognizing that the entry-level degree programs in audiology and speech-language pathology are different in scope and delivery, Standard 3.0 (Curriculum) is divided into two separate components, 3.0A for audiology and 3.0B for speech-language pathology, to clarify the curricular distinctions between the professions. Programs that apply for accreditation in both areas must address both Curriculum sections. Separate reporting may be necessary for other standards where distinct differences exist between the audiology and speech-language pathology programs. Standards can be viewed at: <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf> and are presented below. Standards for accreditation appear in bold. Italicized information following each standard provides interpretations or explanations of the standard and/or guidance to applicants on how to document compliance.

Standard 1.0 Administrative Structure and Governance

1.1 The sponsoring institution of higher education holds current regional accreditation.

Requirement for Review:

- *The institution of higher education within which the audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following regional accrediting bodies:*
 - *Middle States Commission on Higher Education;*
 - *New England Association of Schools and Colleges, Commission on Institutions of Higher Education;*
 - *North Central Association of Colleges and Schools, The Higher Learning Commission;*
 - *Northwest Commission on Colleges and Universities;*
 - *Southern Association of Colleges and Schools, Commission on Colleges;*
 - *Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.*

1.2 The sponsoring institution of higher education must be authorized to provide the program of study in audiology and/or speech-language pathology.

Requirement for Review:

- *The sponsoring institution of higher education must be authorized under applicable laws or other acceptable authority to provide the program of post-secondary education.*
- *The sponsoring institution of higher education must have appropriate graduate degree-granting authority.*

1.3 The program has a mission and goals that are consistent with preparation of students for professional practice.

Requirement for Review:

- *The mission statement and the goals of the program (including religious mission, if relevant) must be presented.*
- *The program must describe how the mission statement and program goals are used to guide decision making to prepare students for entry level into professional practice in audiology or speech-language pathology.*

1.4 The program faculty must regularly evaluate the congruence of program and institutional missions and the extent to which the goals are achieved.

Requirement for Review:

- *The program monitors its mission and goals to ensure that they remain congruent with those of the institution.*
- *The program periodically reviews and revises its mission and goals.*
- *The program systematically evaluates its progress toward fulfillment of its mission and goals.*

1.5 The program develops and implements a long-term strategic plan.

Requirement for Review:

- *The plan must be congruent with the mission and goals of the program and the sponsoring institution, have the support of the administration, and reflect the role of the program within its community.*
- *The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan.*
- *The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan's objectives.*
- *An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties.*

1.6 The program's faculty has authority and responsibility for the program.

Requirement for Review:

- The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum.
- The program faculty has reasonable access to higher levels of administration.

1.7 The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science and holds a fulltime appointment in the institution.

Requirement for Review:

- The individual designated as program director holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science.
- The individual designated as program director holds a full-time appointment in the institution.

1.8 The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

Requirement for Review:

- The institution must comply with all applicable federal, state, and local laws prohibiting discrimination, including laws that cover harassment on the basis of race, color, religion, gender, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, and veteran status.
- The program must adhere to its institutional policies and procedures—including non-harassment policies, internal complaint procedures, and appropriate educational programs—to ensure that the program complies with all applicable nondiscrimination statutes and that all staff and faculty are made aware of the policies and the conduct they prohibit.
- The program must maintain, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensure that appropriate action has been taken.

1.9 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

Requirement for Review:

- Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding the program's accreditation status. The program must indicate the program's CAA accreditation status in accordance with the language specified in the Public Notice of Accreditation Status in the CAA Accreditation Handbook, as required under federal regulations.
- Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.
- The program must make student outcome measures available to the general public by posting the results on the program's website via a clearly visible and readily accessible link.
- The program must make public the number of expected terms for program completion for full-time and part-time students.
- At a minimum, the following results of student outcome measures for the most recently completed 3 academic years must be provided:
- number and percentage of students completing the program within the program's published time frame for each of the 3 most recently completed academic years,
- number and percentage of program test-takers who pass the Praxis® Subject Assessment examination for each of the 3 most recently completed academic years (programs need report only the results once for test-takers who take the test more than one time in the reporting period),
- number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for each of the 3 most recently completed academic years.
- Student outcome measures must be labeled "Student Achievement Data" or "Student Outcome Data."
- If both the audiology and the speech-language programs are accredited, separate data tables must be provided for each program.
- If the program has a distance education component or a satellite campus, the student outcome data must be presented for each modality.
- If the program admits more than one cohort per year, the student outcome measures must be reported for each cohort separately.

Standard 2.0 Faculty

2.1 The number and composition of the full-time program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:

2.1.1 allows students to acquire the knowledge and skills required in Standard 3,

2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,

2.1.3 allows students to meet the program's established goals and objectives,

2.1.4 meets the expectations set forth in the program's mission and goals,

2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.

Requirement for Review:

- The program must document
 - the number of individuals in and composition of the group that delivers the program of study;
 - the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees, clinical doctoral degrees, and master's degrees;

- how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
- how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession;
- how the faculty composition is sufficient to allow students to meet the program's established learning goals and objectives;
- how the faculty composition is sufficient to allow students to meet the expectations set forth in the program's mission and goals;
- how the faculty composition ensures that the elements (classes and clinical practica) of the program are offered on a regular basis so that students can complete the program within the published time frame.

2.2 The number, composition, and workload of the full-time program faculty are sufficient to allow faculty to meet expectations with regard to teaching, research, and service of the sponsoring institution.

Requirement for Review:

- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload
 - are accessible to students,
 - have sufficient time for scholarly and creative activities,
 - have sufficient time to advise students,
 - have sufficient time to participate in faculty governance,
 - have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload
 - are accessible to students,
 - have sufficient time for scholarly and creative activities,
 - have sufficient time to advise students,
 - have sufficient time to participate in faculty governance,
 - have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
- The program must demonstrate that faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.
- The program must demonstrate that faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.
- The program must demonstrate that faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.

2.3 All faculty members (full-time, part-time, adjuncts), including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education as assigned by the program leadership.

Requirement for Review:

- The program must demonstrate that the qualifications and competence to teach graduate-level courses and to provide clinical education are evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education.
- The program must demonstrate that all individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.
- The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.
- The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

2.4 All faculty members maintain continuing competence and demonstrate pursuit of lifelong learning.

Requirement for Review:

- The program must demonstrate that all individuals who have responsibility to deliver academic and clinical components of the graduate program maintain continuing competence.
- The program must demonstrate that all individuals who have responsibility to deliver the graduate program pursue lifelong learning.

Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology

3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology.

Requirement for Review:

- The master's program in speech-language pathology must perform the following functions.
- Provide the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study.
- The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.

- Establish a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into professional practice.
- Establish a clear process to evaluate student achievement of the program's established objectives.
- Offer opportunities for each student to acquire the knowledge and skills needed for entry into professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.
- Offer a plan of study that encompasses the following domains:
 - professional practice competencies;
 - foundations of speech-language pathology practice;
 - identification and prevention of speech, language, and swallowing disorders and differences;
 - assessment of speech, language, and swallowing disorders and differences;
 - intervention to minimize the impact for speech, language, and swallowing disorders and differences.
- Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.
- Offer the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame.
- Offer opportunities for students to qualify for state and national credentials that are required for entry into professional practice, consistent with the program's mission and goals (e.g., state license, state teacher certification, national credential)

3.1.1B Professional Practice Competencies

The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

Accountability

- Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.
- Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
- Understand the fiduciary responsibility for each individual served.
- Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).
- Use self-reflection to understand the effects of his or her actions and makes changes accordingly.
- Understand the health care and education landscape and how to facilitate access to services.
- Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values

Integrity

- Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and
- Understand and use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.

Effective Communication Skills

- Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
- Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.

Clinical Reasoning

- Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning.

Evidence-Based Practice

- Access sources of information to support clinical decisions regarding assessment and intervention/management,
- Critically evaluate information sources and applies that information to appropriate populations, and
- Integrate evidence in provision of speech-language pathology services.

Concern for Individuals Served

- Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
- Encourage active involvement of the individual served in his or her own care.

Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
- Understand the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.

Professional Duty

- Engage in self-assessment to improve his or her effectiveness in the delivery of services.
- Understand the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.
- Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.
- Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
- Understand and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.

Collaborative Practice

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.

3.1.2B Foundations of Speech-Language Pathology Practice

The program must include content and opportunities to learn so that each student can demonstrate knowledge of the

- discipline of human communication sciences and disorders;
- basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- ability to integrate information pertaining to normal and abnormal human development across the life span;
- nature of communication and swallowing processes elements
 - articulation;
 - fluency;
 - voice and resonance, including respiration and phonation;
 - receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
 - hearing, including the impact on speech and language;
 - swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
 - cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
 - social aspects of communication (e.g., behavioral and social skill affecting communication);
 - augmentative and alternative communication.
- knowledge of the above elements includes each of the following: etiology of the disorders or differences, characteristics of the disorders or differences, underlying anatomical and physiological characteristics of the disorders or differences, acoustic characteristics of the disorders or differences (where applicable), psychological characteristics associated with the disorders or differences, developmental nature of the disorders or differences, linguistic characteristics of the disorders or differences (where applicable), cultural characteristics of the disorders or differences.

3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences

The program must include content and opportunities to learn so that each student can demonstrate knowledge of

- principles and methods of identification of communication and swallowing disorders and differences,
- principles and methods of prevention of communication and swallowing disorders.

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication);
- and augmentative and alternative communication needs.

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in

- intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.
- intervention for disorders and differences of
 - articulation;
 - fluency;
 - voice and resonance, including respiration and phonation;
 - receptive and expressive language (phonology, morphology, syntax,

- semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- social aspects of communication (e.g., behavioral and social skills affecting communication);
- augmentative and alternative communication needs.

3.1.6B General Knowledge and Skills Applicable to Professional Practice

The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with the aforementioned communication and swallowing disorders across the lifespan and by demonstration of

- *ethical conduct;*
- *integration and application of knowledge of the interdependence of speech, language, and hearing;*
- *engagement in contemporary professional issues and advocacy;*
- *processes of clinical education and supervision;*
- *professionalism and professional behavior in keeping with the expectations for a speech-language pathologist;*
- *interaction skills and personal qualities, including counseling and collaboration;*
- *self-evaluation of effectiveness of practice.*

3.2B An effective speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

Requirement for Review:

- *The program must demonstrate that the*
 - *curriculum is planned and based on current standards of speech-language pathology practice;*
 - *curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology;*
 - *curriculum is delivered using sound pedagogical methods;*
 - *curriculum is reviewed systematically and on a regular basis;*
 - *review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.*

3.3B An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into a competent speech-language pathologist.

Requirement for Review:

- *The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.*

3.4B An effective speech-language pathology program is organized and delivered in such a manner that the diversity of society is reflected in the program.

Requirement for Review:

- *The program must provide evidence that issues related to diversity are infused throughout the academic and clinical program.*

3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

Requirement for Review:

- *The program must demonstrate the procedures used to verify that students obtain knowledge in*
 - *the basic sciences and statistics;*
 - *basic science skills (e.g., scientific methods, critical thinking);*
 - *the basics of communication sciences (e.g., acoustics, linguistics, and neurological processes of speech, language, and hearing).*
- *The program must demonstrate how the curriculum provides opportunities for students to*
 - *understand and apply the scientific bases of the profession,*
 - *understand and apply research methodology,*
 - *become knowledgeable consumers of research literature,*
 - *become knowledgeable about the fundamentals of evidence-based practice,*
 - *apply the scientific bases and research principles to clinical populations.*
- *The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.*

3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology.

Requirement for Review:

- *The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to*
 - *experience the breadth and depth of clinical practice,*
 - *obtain experiences with diverse populations,*
 - *obtain a variety of clinical experiences in different work settings,*
 - *obtain experiences with appropriate equipment and resources,*
 - *learn from experienced speech-language pathologists who will serve as effective clinical educators.*

3.7B An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

Requirement for Review:

- The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.
- The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.

3.8B Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

Requirement for Review:

- The program must demonstrate that the supervision provided to each student is adjusted
- to ensure that the specific needs are met for each individual who is receiving services.
- The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.
- The program must demonstrate that the services provided by the student and clinical educator team are in accordance with recognized standards of ethical practice and relevant federal and state regulations.

3.9B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Requirement for Review:

- The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.
- The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.
- The program must have written policies that describe the processes used by the program to select and place students in external facilities.
- The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.
- The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

3.10B An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

Requirement for Review:

- The program must have written policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct.
- The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, and all aspects of cheating, and violations of ethical practice.

Standard 4.0 Students

4.1 The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Requirement for Review:

- The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered.
- Policies regarding any exceptions to the criteria (such as "conditional" status) must be clearly explained and consistently followed.

4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

Requirement for Review:

- The program must provide evidence that its curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural, linguistic, and individual diversity.
- The program must have a policy regarding proficiency in spoken and written English and other languages of instruction and service delivery and all other performance expectations.
- The program must demonstrate that its language proficiency policy is applied consistently.
- The program must have a policy regarding the use of accommodations for students with reported disabilities.

4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.

Requirement for Review:

- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.
- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum.
- The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations.
- The program must demonstrate that the policies and procedures are applied consistently across all students who are identified as needing intervention.

4.4 Students are informed about the program's policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.

Requirement for Review:

- The program must provide information regarding
 - program policies and procedures,
 - program expectations regarding academic integrity and honesty,
 - program expectations for ethical practice,
 - the degree requirements,
 - the requirements for professional credentialing.

4.5 Students are informed about the processes that are available to them for filing a complaint against the program.

Requirement for Review:

- The program must provide information regarding the process and mechanism to file a complaint against the program within the sponsoring institution.
- The program must maintain a record of student complaints filed against the program within the sponsoring institution.
- The program must maintain a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct and make these available to the CAA upon request.
- Students must be made aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program's compliance with standards for accreditation.

4.6 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress.

Requirement for Review:

- The program must maintain records of advisement for each of its students.
- The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.
- The program must maintain records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student.

4.7 The program documents student progress toward completion of the graduate degree and professional credentialing requirements.

Requirement for Review:

- The program must maintain complete and accurate records of all students' progress during the entire time of their matriculation in the program.
- The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals.

4.8 The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s).

Requirement for Review:

- The program must provide each student access to his or her own records upon request.
- The program must make records available to program graduates and those who attended the program, but did not graduate.
- The availability of records for program graduates and those who attended the program, but did not graduate, must be consistent with the institution's and the program's policies regarding retention of student records.

4.9 Students are provided information about student support services available within the program and institution.

Requirement for Review:

- The program must have a mechanism to inform students about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.

4.10 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Requirement for Review:

- The program must document that the institutional policies regarding verification of a student's identity are followed and implemented and applied consistently.
- The program must make clear that the identities of students enrolled in a distance education course or program are protected.
- If there are fees associated with learning within a distance modality, the program must document how that information is provided to students.

Standard 5.0 Assessment

5.1 The program regularly assesses student learning.

Requirement for Review:

- The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.
- The program must demonstrate that it provides a learning environment that provides each student with consistent feedback.

5.2 The program conducts ongoing and systematic formative and summative assessments of the performance of its students.

Requirement for Review:

- The program must develop an assessment plan that is used throughout the program for each student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods.
- Assessments must be administered by multiple academic and clinical faculty members.

- The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.
- The program must demonstrate that student assessment is applied consistently and systematically.

5.3 The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement.

Requirement for Review:

- The assessment protocols must be used to evaluate the academic and clinical aspects of the entire program.
- The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program's success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.
- The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.
- The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.

5.4 The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements.

Requirement for Review:

- The program must describe how it uses programmatic assessment data to promote continuous quality improvement of the program.
- The program must describe the processes it uses to evaluate program improvements for congruence with its stated mission and goals.

5.5 The percentage of students who are enrolled on the first census date of the program and complete the program within the program's published academic terms meets or exceeds the CAA's established threshold.

Requirement for Review:

- The CAA's established threshold requires that at least 80% of students must have completed the program within the program's published time frame (number of academic terms), as averaged over the 3 most recently completed academic years.
- If, when averaged over 3 academic years, the program's completion rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

5.6 The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA's established threshold.

Requirement for Review:

- The CAA's established threshold requires that at least 80% of test-takers from the program pass the Praxis® Subject Assessment examination, as averaged over the 3 most recently completed academic years; results should be reported only once for test takers who took the exam multiple times in the same examination reporting period.
- If, when averaged over 3 academic years, the program's Praxis® Subject Assessment exam pass rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

5.7 The percentage of program graduates who are employed in the profession or pursuing further education in the profession within 1 year of graduation meets or exceeds the CAA's established threshold.

Requirement for Review:

- The CAA's established threshold requires that at least 80% of program graduates must be employed in the profession or pursuing further education in the profession within 1 year of graduation, as averaged over the 3 most recently completed academic years.
- If the program admits more than one cohort per year, the data must be analyzed and reported by cohort.
- If, when averaged over 3 academic years, the program's employment rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

5.8 The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate, Praxis® Subject Assessments pass rate, and employment rate or the rate of continuation of education in the field for continuous quality improvement at the programmatic level.

Requirement for Review:

- The program must demonstrate its analysis processes to determine whether the program is meeting or exceeding each established CAA threshold.
- The program must demonstrate how it uses the results of these analyses to ensure continuous quality improvement.

5.9 The program regularly evaluates and documents the results of the assessment of all faculty and staff to determine their effectiveness in delivering a thorough and current program.

Requirement for Review:

- The program must demonstrate the mechanisms that it uses to evaluate the effectiveness of the faculty and staff in delivering the program.
- The program must demonstrate that the evaluation takes place in a fair and systematic fashion that is consistent with institutional policy and procedures.
- The program faculty must be actively involved in these evaluations in a manner that is consistent with institutional policy and procedures.

5.10 The faculty and staff involved in delivering the program to students use the results of the evaluation of their performance to guide continuous professional development that facilitates the delivery of a high quality program.

Requirement for Review:

- The program must demonstrate how the faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.
- The program must demonstrate how the growth and development of its faculty and staff facilitate the delivery of a high quality program.

5.11 The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.

Requirement for Review:

- The program director's effectiveness in advancing the goals of the program and in leadership and administration of the program must be regularly evaluated.

Standard 6.0 Program Resources

6.1 The institution provides adequate financial support to the program so that it can achieve its stated mission and goals.

Requirement for Review:

- The program must demonstrate
 - that its budgetary allocation is regular, appropriate, and sufficient to deliver a high quality program that is consistent with its mission and goals;
 - that there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities;
- consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.

6.2 The institution provides adequate support to the program so that its faculty and staff have the opportunities to maintain continuing competence.

Requirement for Review:

- The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty.

6.3 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

Requirement for Review:

- The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals.
- The program must demonstrate that the facility has been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.

6.4 The program's equipment and educational and clinical materials are appropriate and sufficient to achieve the program's mission and goals.

Requirement for Review:

- The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.
- The program must demonstrate that it has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.
- The program must demonstrate that the equipment is maintained in good working order.
- The program must demonstrate that any equipment for which there are ANSI or other standards-setting body requirements meets the expectations of the standard(s).

6.5 The program has access to an adequate technical infrastructure to support the work of the students, faculty, and staff. The technical infrastructure includes access to the Internet, the online and physical resources of the library, and any streaming or videoconferencing facilities needed for the program to meet its mission and goals

Requirement for Review:

- The program must demonstrate adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.
- The program must demonstrate how access to this infrastructure helps the program meet its mission and goals.

6.6 The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.

Requirement for Review:

- The program must demonstrate adequate access to clerical and technical staff to support the work of the students, faculty, and staff.
- The program must demonstrate how access to the clerical and technical staff helps the program meet its mission and goals.

APPENDIX H

ASHA CODE of ETHICS

The following is the entirety of the 2016 ASHA Code of Ethics, retrieved from: <http://www.asha.org/Code-of-Ethics/>.

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 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.

Terminology

ASHA Standards and Ethics

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

advertising

Any form of communication with the public about services, therapies, products, or publications.

conflict of interest

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

crime

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

diminished decision-making ability

Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

fraud

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

impaired practitioner

An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

individuals

Members and/or certificate holders, including applicants for certification.

informed consent

May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

jurisdiction

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

May denotes an allowance for discretion; shall denotes no discretion.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

publicly sanctioned

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

reasonable or reasonably

Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

self-report

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

shall vs. may

Shall denotes no discretion; may denotes an allowance for discretion.

support personnel

Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on [Audiology Assistants](#) and/or [Speech-Language Pathology Assistants](#).

telepractice, teletherapy

Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, [see the telepractice section on the ASHA Practice Portal](#).

written

Encompasses both electronic and hard-copy writings or communications.

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 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, other 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 other 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.*

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

APPENDIX I

ELIGIBILITY REQUIREMENTS and ESSENTIAL FUNCTIONS

Adapted from

Schwartz, I., et al. (2007). *Eligibility requirements and essential functions*. Paper presented at the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. *
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served. *
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered: fluency, articulation, voice, resonance, respiration characteristics; oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology; hearing and balance disorders; swallowing; social interaction; and cognition related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

APPENDIX J
ACKNOWLEDGEMENT of GRADUATE HANDBOOK REVIEW

The following will be signed during Orientation Week and retained for the duration of the program.

Acknowledgement of Graduate Handbook Review

I _____ (name printed) acknowledge that I have been both introduced to the Graduate Handbook and orientated to its contents. Furthermore, I am responsible for abiding by the contents therein. Finally, I understand that I can locate the current handbook at any time on the UH COMD website; however I should download the 2017-18 Graduate Handbook for my reference throughout the program.

Signature

Date