

**UNIVERSITY *of* HOUSTON**

**DEPARTMENT of COMMUNICATION  
SCIENCES and DISORDERS**

**UNDERGRADUATE PROGRAM  
STUDENT HANDBOOK**



**2015 - 2016**

*University of Houston  
Department of Communication Sciences and Disorders  
100 Clinical Research Center  
Houston, TX 77204-6018  
713-743-2764*

Dear Undergraduate 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. A student with a major in Communication Sciences and Disorders is preparing for a career as a speech-language pathologist or audiologist. Professionals in both fields provide diagnostic and treatment services to individuals who exhibit a variety of communication disorders, and our program will expose you to 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.

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 and specific advisors, and the catalogue of the University of Houston, which can be found on line at our home page at [www.class.uh.edu/comd](http://www.class.uh.edu/comd). 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,

A handwritten signature in cursive script, reading "Lynn M. Maher".

Lynn M. Maher, PhD  
Professor and Chair  
Department of Communication Sciences and Disorders

Dear Students,

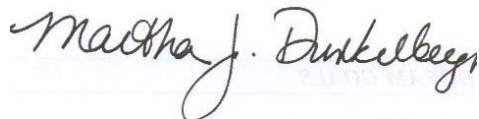
Welcome to the undergraduate program in communication sciences and disorders at the University of Houston. I am excited to have each of you here. I hope you are ready to learn not only about the basics of speech-language pathology and audiology but also about research, professional ethics and linguistic and cultural diversity as well. As you complete your bachelor's degree in communication disorders, I expect that you will have experiences that will lead you to be discerning learners no matter what your future holds.

While the undergraduate program is not merely a stepping stone, it is not too early for you to begin making plans for attending graduate school. Speak to your professors about their research interests. Look into scholarship opportunities within your community to help fund your studies. Get to know your fellow students. Surround yourself with friends who share your educational values. Applying to graduate school will be much easier for you if you have a strong GPA and a good reputation among the faculty. Those come from hard work and diligence.

As the undergraduate program coordinator, I encourage you to let me know if there is any way we can improve the program. If you have specific questions about adding/dropping courses, course sequence, etc. please consult this handbook and contact your Undergraduate Advisor, Marla Moreno-Jordan.

I look forward to getting to know all of you better as you learn and grow over the next few years.

Sincerely,

A handwritten signature in black ink that reads "Martha J. Dunkelberger". The signature is written in a cursive style with a large, looped 'M' and 'D'.

Martha Dunkelberger, Ph.D.  
Undergraduate Program Coordinator

## Contents

<b>COMD MISSION STATEMENT</b>	6
<b>PROGRAM GOALS</b>	6
<i>Goal 1: Teaching</i>	6
<i>Goal 2: Scholarship</i>	6
<i>Goal 3: Service</i>	6
<b>ACCREDITATION</b>	6
<b>FACULTY AND STAFF</b>	7
<b>ADJUNCT FACULTY</b>	9
<b>EMERITUS FACULTY</b>	10
<b>SCHOLARSHIP INFORMATION</b>	11
<b>ACADEMIC ADVISING</b>	11
<b>COMPLAINT POLICY</b>	12
<b>SPECIAL NEEDS</b>	12
<b>UNDERGRADUATE PROGRAM OVERVIEW</b>	13
COMD CORE courses:	13
• Courses in the major that are seven or more years old	14
<b>MINOR REQUIREMENTS</b>	16
<b>DOUBLE MAJOR REQUIREMENTS</b>	16
Minor	16
Double Major	16
<b>CHANGE OF MAJOR</b>	17
<b>COURSE NUMBER</b>	17
<b>GRADES</b>	17
<b>ACADEMIC NOTICE, PROBATION, AND SUSPENSION</b>	19
<b>FERPA</b>	19
<b>TIPS FOR A SUCCESSFUL COLLEGE EXPERIENCE</b>	20
<b>GENERAL SEQUENCE OF ComD Courses</b>	21
FRESHMAN CURRICULUM	21
<b>GENERAL SEQUENCE OF ComD Courses</b>	22
TRANSFER CURRICULUM	22
<b>COURSE DESCRIPTION</b>	23

<b>Elective Courses:</b> .....	24
Prerequisite: COMD major and consent of department chair. ....	24
Prerequisite: junior standing, COMD major and consent of department chair. ....	24
<b>NOTE TO RETURNING STUDENTS</b> .....	25
<b>TRANSFER STUDENTS</b> .....	25
<b>DROPPING COURSES</b> .....	26
<b>GRADUATION</b> .....	27
<b>GRADUATE SCHOOL APPLICATION AND ADMISSION PROCESS</b> .....	28
<b>PROFESSIONAL ORGANIZATIONS</b> .....	29
<b>APPENDIX A: UNIVERSITY OF HOUSTON POLICY ON ACADEMIC DISHONESTY</b> .....	31
<b>APPENDIX B: DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS</b> .....	32
<b>GRIEVANCE POLICY</b> .....	32
<b>APPENDIX C: STUDENT FINANCIAL AID</b> .....	34
<b>APPENDIX</b> .....	36
<b>APPENDIX E: University of Houston Resources</b> .....	38
<b>APPENDIX F: ASHA CODE OF ETHICS</b> .....	40
Principle of Ethics I .....	40
Principle of Ethics II .....	41
Principle of Ethics III .....	42
Principle of Ethics IV .....	42
<b>Checklist - Communications Sciences and Disorders</b> .....	44
This is not an official degree plan .....	44
<b>Undergraduate Checklist</b> .....	44

## **COMD MISSION STATEMENT**

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

## **PROGRAM GOALS**

### **Goal 1:        *Teaching***

The educational thrust of our mission includes pre-professional training in communication disorders for 1) undergraduate and post baccalaureate students, 2) professional training for graduate students, and 3) continuing education opportunities for professionals.

**Undergraduate level:** Our goal is to recruit and retain well-rounded, liberally educated individuals from a variety of backgrounds. They will be educated to be: 1) knowledgeable about culturally diverse persons 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.

## **ACCREDITATION**

The Council of Academic Accreditation (CAA) of the American Speech, Language, Hearing Association (ASHA) accredits the COMD graduate program. The Southern Association of Colleges and Schools (SACS) accredits the University of Houston.

## FACULTY AND STAFF

**Lynn M. Maher, Ph.D. CCC-SLP. Professor and Department Chair.** Dr. Lynn M. Maher is Professor and Chair of the Department of Communication Sciences and Disorders at the University of Houston in Houston, TX. Dr. Maher has faculty appointments at Baylor College of Medicine, Rice University and the University of Oslo, Norway. She is a Research Health Science Specialist at the Michael E. DeBakey VA Medical Center, Houston and an Investigator in the VA Brain Rehabilitation Research Center of Excellence in Gainesville, FL. Her research interests, funded by the NIH and the VA Rehab R & D, are in the understanding and rehabilitation of aphasia and related disorders.

**Margaret Lehman Blake, Ph.D. CCC-SLP. Associate Professor and Graduate Program Coordinator.** 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. Dr. Blake teaches undergraduate and graduate courses in disorders of speech/language/cognition in adults. Her primary research interest is language disorders due to right hemisphere brain damage. She is one of the graduate advisors.

**Melissa Bruce, MS CCC-SLP, BRS-FD. Clinic Director.** Melissa Bruce has 30 years of clinical and teaching experience. After having been Clinic Director at the University of Vermont for eleven years, she has returned to the University of Houston where she oversees the clinical program, teaches the graduate course in fluency disorders 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. Assistant Professor.** Dr. Bunta's research focuses on bilingual and cross-linguistic phonological acquisition. He 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. Dr. Bunta has taught courses in phonetics, phonology, speech and language acquisition, and speech science.

**Laura Cizek, MA CCC-SLP. Clinical Assistant Professor.** Ms. Cizek teaches the undergraduate Clinical Procedures course. She also supervises graduate students at the University Speech, Language and Hearing Clinic, A United Way Facility. Her experiences include supervision as well as diagnosis and treatment of children and adults with various speech and language differences and disorders.

**Stephanie K. Daniels, Ph.D., CCC-SLP, Associate Professor.** Dr. Daniels received her Ph.D. from Louisiana State University. She is a research speech pathologist at the Michael E. DeBakey VA Medical Center. Dr. Daniels is a Board Recognized Specialist in Swallowing and Swallowing Disorders. Her research, funded by the Department of Veterans Affairs, is focused on neurogenic dysphagia. She teaches the graduate course in dysphagia, the undergraduate anatomy and physiology course, and provides clinical education in adult communication disorders.

**Martha Dunkelberger, Ph.D. CCC-SLP. Clinical Assistant Professor and Undergraduate Program Coordinator.** Dr. Dunkelberger earned her master's degree from Governors State University near Chicago, IL and her PhD 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.

**Anny Castilla-Earls, Ph.D.** Dr. Castilla-Earls' primary interests are language assessment and disorders in Spanish-speaking monolingual and bilingual children. Her current research is oriented to a) find grammatical markers of language impairments that are accurate and stable across various levels of bilingual proficiency, and b) examine current assessment practices in monolingual and bilingual children, and c) promote the systematic use of research-based practices in clinic and educational settings.

**Michelle Ivey, Ph.D., CCC-SLP, Assistant Clinical Professor.** Dr. Ivey teaches courses in speech and language disorders and development. Dr. Ivey also serves as a clinical education supervisor for on- and off-campus placements. She is the Speech Language Pathology Core Faculty for the LoneStar Leadership Education in and Neurodevelopmental Disabilities (LEND) grant. Dr. Ivey's clinical work of over 20 years focuses on children with communication disorders, especially with autism spectrum disorders. She has worked in various placements and with children of all ages who have social pragmatic needs. She enjoys learning about the best means to help these individuals improve communication and have happy and engaged interactions.

**Kia Noelle Johnson, Ph.D., CCC-SLP.** Kia N. Johnson, PhD, CCC-SLP is an associate professor within the Department of Communication Sciences and Disorders at the University of Houston (Houston, TX). She specializes in fluency disorders, with a specific focus on young children who stutter. Dr. Johnson's current research interests include investigating the influences of temperamental variables on developmental stuttering in young children from a behavioral/observational and electrophysiological perspective.

**Ashwini Joshi, Ph.D., CCC-SLP, Assistant Professor.** Dr. Joshi received her doctorate from the University of Kentucky in Rehabilitation Sciences. Her research interests focus on voice and voice disorders. Her doctoral research examined the effects of vocal fold paralysis on various brain regions and its corresponding manifestation on parameters of voice assessment. Prior to starting at the University of Houston, Dr. Joshi worked clinically with adults with acquired speech and language disorders.

**Jennifer Meeks, Au.D. CCC-A, F-AAA.** Staff Audiologist for the University Speech, Language and Hearing Clinic: A United Way Facility. Dr. Meeks provides diagnostic and rehabilitative audiological services, including complete audiological evaluations, hearing aid fitting and aural rehabilitation. She develops and implements clinical procedures and marketing programs. In addition she supervises graduate students for hearing screenings at City of Houston agencies.

**Marla Moreno-Jordan, BS. Undergraduate Academic Advisor for Communication Sciences and Disorders and American Sign Language Interpreting.** Marla received her BS in Psychology from University of Houston Clear Lake with a particular interest in adult learning styles. Formerly, she was an Instructional Assistant for the School of Business at the University of Houston-Clear Lake.

**Byron Ross, Ph.D., CCC-SLP, Assistant Clinical Professor.** Dr. Ross received his master's degree from University of Central Arkansas and Ph. D. from University of Nebraska-Lincoln. Dr. Ross teaches Intro to Communication Disorders, Speech and Language Development. His areas of interest include school aged children, adolescents, and young adults with autism spectrum disorders as well as assessment and intervention using augmentative/alternative communication with individuals with severe disabilities.



**Amber Thiessen, Ph.D., CCC-SLP, Assistant Professor.** Dr. Thiessen received her Ph.D. from the University of Nebraska-Lincoln. Prior to completing her Ph.D., she worked as a speech-language pathologist with adults with acquired neurological disorders. Her research focuses on augmentative and alternative communication (AAC) for adults with acquired neurological disorders. Dr. Thiessen teaches graduate courses in cognitive disorders and augmentative and alternative communication.

## **ADJUNCT FACULTY**

**Ingrid Bowling, MS CCC-SLP Clinical Supervisor** Ms. Bowling is a part-time Clinical Supervisor in the Language Learning Group at the University Speech, Language and Hearing Clinic: A United Way Facility. She also supervises graduate students at New Horizon Head Start. She has experience working in early childhood intervention, private practice, and public schools. Her areas of interest are pediatric speech and language disorders and adult accent modification.

**Cay Cunningham, Ed.D.** Dr. Cunningham is a consultant to the Early Childhood Intervention Program and consultant to the University Speech, Language and Hearing: A United Way Facility Clinic's Family-Based Therapy regimen. She has expertise in family therapy and works with young children, especially infants, toddlers and preschoolers. She is a member of the American Psychological Association and the Texas Psychological Association.

**Angela Galatas, MA CCC-SLP. Clinic Supervisor.** Ms. Galatas is a part-time Clinical Supervisor at the University Speech, Language and Hearing Clinic: A United Way Facility. Her experience includes supervision and intervention in adult neurogenic disorders.

**Eulalia (Lali) Gray, MA CCC-SLP, Clinical Supervisor.** Mrs. Gray has been a supervisor for the Speech, Language and Hearing: A United Way Facility Outreach Speech and Language Program since 1993. She was a public school teacher of the deaf prior to becoming a speech-language pathologist specializing in the hearing-impaired. Now in private practice, she specializes in children with severe articulation disorders and autism. She continues to put her signing skills to use in her work with deaf adults.

**Dena Linda, MA CCC-SLP. Clinic Supervisor.** Ms. Linda is a part-time Clinical Supervisor in the Language Learning Group at the University Speech, Language and Hearing Clinic: A United Way Facility. She has experience working with Alternative and Augmentative Communication Systems as well as working with the preschool population.

**Carmen McGee, MA CCC-SLP, Clinical Supervisor.** Ms. McGee is a part-time supervisor in the University Speech, Language and Hearing Clinic. She is experienced in the evaluation and treatment of child language, articulation, and literacy disorders. Ms. McGee is currently the director of the Clinic's adult accent modification program. In addition, she maintains a private practice.

**Barbara O. Snelling, Au.D. CCC-A/SLP. Adjunct Assistant Clinical Professor.** Dr. Snelling teaches in the areas of audiological assessment and rehabilitation, anatomy, neurology and physiology, and business aspects of healthcare. She is a Fellow of the American Academy of Audiology.

<b>EMERITUS FACULTY</b>
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**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 recent 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.

## SCHOLARSHIP INFORMATION

We are proud to offer two scholarships for our undergraduates. Procedures for applying and eligibility requirements are below. Information pertaining to financial aid and additional scholarship opportunities can be found in Appendix C in this handbook.

### Rosemary Segovia Torres Scholarship

This scholarship is funded by the Rosemary Segovia Torres scholarship Endowment in loving memory of Rosemary Segovia Torres. The scholarship is awarded to an undergraduate major in Communication Sciences and Disorders who aspires to serve individuals with speech and language disorders.

- **Eligibility:** Full-time second year undergraduate student in good academic standing (3.0 or higher) who have been accepted into the COMD major. Preference will be given to students with demonstrated financial need.
- **Requirements:** Two letters of recommendation from COMD faculty, personal statement of goals and copy of updated transcripts.
- **Award amount:** \$500
- **Application deadline:** August 31st.
- **Award date:** September

### HACD Undergraduate Scholarship Award ([www.HACD.org](http://www.HACD.org))

This Scholarship is funded by the Houston Association for Communication Disorders. The scholarship is awarded to an undergraduate major in Communication Science and Disorders (or the equivalent) at University of Houston, Lamar University or Texas Women's University

- **Eligibility:** Undergraduate student who has completed at least 12 hours in speech pathology or audiology. Full or part time students are eligible.
- **Requirements:** Three letters of reference along with a letter from the applicant and a current transcript.
- **Award amount:** \$1000
- **Application deadline:** mid-late March
- **Award date:** early May (at the HACD awards banquet)

## ACADEMIC ADVISING

Marla Moreno-Jordan is the undergraduate advisor. Students must attend a group advising meeting at the beginning of his or her ComD program. Throughout the undergraduate program, additional group advising checkpoint meetings are held to declare a major, file a degree plan and prepare for graduation. All group meetings will be announced in classes as well as posted around the department. It is the students' obligation to attend these meetings and to make appointments for individual advising sessions with Ms. Moreno-Jordan as necessary. She is located in room 123 in the CRS building and can be contacted by e-mail at [mcmoreno@central.uh.edu](mailto:mcmoreno@central.uh.edu) or by phone at (713) 743-2764. ***We recommend that you attend at least one individual advising session per semester.***

## **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 supervisor first. It is always important to begin with the “offending person” 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 meeting with the instructor, 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 the 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://catalog.uh.edu/content.php?catoid=3&navoid=635#Academic\\_Grievance\\_Policy](http://catalog.uh.edu/content.php?catoid=3&navoid=635#Academic_Grievance_Policy)  
The Dean and the Provost are final levels of appeal at the University.
- Other non-grade related complaints or suggestions should be directed to the Chair of ComD. There is also a suggestion box in the ComD computer lab for anonymous complaints or suggestions.
- Complaints about the program may also be made in writing to the Council on Academic Accreditation in Audiology and Speech-Language Pathology at: 2200 Research Boulevard #310, Rockville, MD 20850-3289 (800) 638-8255.

## **SPECIAL NEEDS**

If you are a person with a disability and you need accommodations to perform successfully in the program, you are required to contact the Center for Students with DisAbilities, (713) 743-5400. 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 semester for which you are requesting accommodations. Accommodations are negotiated between the person making the request, the instructor and the Center for Students with DisAbilities.

**UNDERGRADUATE PROGRAM OVERVIEW**  
**DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS**

- The Department of Communication Sciences and Disorders offers a Bachelor of Arts degree and a Bachelor of Science degree in communication sciences and disorders (speech-language pathology and audiology). A baccalaureate degree or equivalent semester hours of approved courses in communication sciences and disorders must be completed in order to enter a master's degree program. The master's degree is required for professional certification and membership in the American Speech-Language-Hearing Association.
- Undergraduate majors in ComD obtain an understanding of normal communication processes, the normal structure and function of the speech and hearing mechanisms, and the normal and disordered development of communication abilities in children and adults.
- To obtain a bachelor's degree in Communication Sciences and Disorders, the following requirements must be met in addition to university core requirements, minor or double major requirements, and the requirements of the College of Liberal Arts and Social Sciences.
- Majors in ComD can earn a B.A. which includes 6 hours of sophomore level foreign language or a B.S. which includes a total of 12 hours in math/reasoning and a total of 8 hours in science.
- Any incoming freshman, college transfer, international, or current UH student with an overall GPA of 2.67 interested in majoring in COMD must apply first as a PRE-COMD Major. Pre-COMD majors are required to complete the following prerequisites prior to being approved as COMD majors.
  - Completion of COMD 1333 - Introduction to Communication Disorders or its equivalent
  - Completion of COMD Core Courses with grades of B- or better the first time through:

COMD CORE courses:

    - **COMD 2339 - Speech and Language Development**
    - **COMD 2338 - Phonetics**
    - **COMD 2376 - Anatomy for Communication**

**COMD CORE courses require a grade of B- or better first time through.**
  - Completion of a speech, language and hearing screening
  - Earned a minimum GPA of 2.67 or higher
- Pre-COMD majors may enroll in 1-2 pre-COMD courses per semester.
- Once Pre-COMD requirements are completed, students must file a general petition to declare a COMD major. The general petition is subject to evaluation by the advisor, the undergraduate coordinator and the department chair. Students are NOT considered COMD majors until the petition has been approved.
- COMD majors may enroll in 1-3 approved COMD courses per semester.

- A student may earn no more than one grade below a B- in non-core courses. If a grade below a B- is received then the course must be repeated and completed with a grade of B or better. This may delay graduation up to one full year.
  - Students who earn a grade below a B- in a ComD core course may write a letter of appeal to the ComD faculty in order to remain in the major. A meeting to consider the appeal is scheduled at the end of the fall and spring semesters. Please see Ms. Moreno-Jordan for guidance in writing a strong petition letter and to determine specific dates for submission.
  - Enrollment in the major will not be permitted after a second grade below a B- is earned.
  - Only a single course can be repeated ONCE to resolve a grade below a B-. If a second grade below a B- is obtained you will be asked to find a more suitable major.
  - Grades below B- in a prerequisite course must be resolved before enrollment in subsequent courses.
- Courses in the major that are seven or more years old may not count toward a degree
- Whether taken at the University of Houston or transferred to the University of Houston. A minimum of twelve hours of advanced COMD courses must be taken in residence in the department.
- All COMD majors must pass a speech, voice, and language proficiency test.
- **Attend the first day of class!**
  - Contact your professor if you are unable to attend the first day of class. If you are not present the first day of class you may be dropped from the course.

All COMD majors must complete the following requirements:

1. **Complete 34 semester hours within COMD for the major**
  - COMD 1333 (3 credit hours) - Introduction to Communication Disorders
  - COMD 2338 (3 credit hours) - Phonetics
  - COMD 2339 (3 credit hours) - Speech and Language Development
  - COMD 2376 (3 credit hours) - Anatomy for Communication
  - COMD 3371 (3 credit hours) - Speech Development and Disorders in Children
  - COMD 3383 (3 credit hours) - Language Disorders in Children
  - COMD 3385 (3 credit hours) - Speech Science
  - COMD 3381 (3 credit hours) - Audiology
  - COMD 4333 (3 credit hours) - Neuroscience for Communication Disorders
  - COMD 4382 (3 credit hours) - Aural Rehabilitation
  - COMD 4489 (4 credit hours) - Clinical Procedures
  - 6 hours of sophomore level Social Sciences (must include 3 hours of sophomore level Psychology course).
  - Students can meet the WID requirement by selecting any one of the following courses. Other writing intensive courses may be approved by petition, but are considered individually.
    - CLAS 4305 - Fifth-Century Athens: Readings in Intellectual, Literary, and Political History
    - HIST 3333 - Chicano History Since 1910
    - HIST 3369 - Colonial Mexico

- LAST 3300 - Latin America: Hemispheric and Global Perspectives
- MUSI 3303 - Popular Music of the Americas Since 1840
- POLS 3310 - Introduction to Political Theory
- PSYC 3310 - Industrial-Organization Psychology
- PSYC 4321 - Abnormal Psychology
- RELS 3370 - The Bible and Modern Science
- SOC 3351 - Social Class and Mobility in America
- WCL 4351 - Frames of Modernity I
- WCL 4352 - Frames of Modernity II
- ITAL 4308 - Dante and His World

**2. Complete following courses, which are required by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC).**

- A college level Statistics course (options include MATH 2311, PSYC 3301, or SOC 3400)
- A college level Biological Sciences course (must earn a grade of C or better)
- A college level Physical Sciences (options include: chemistry, geology, or physics)

**3. Complete all COMD courses with a grade of B- or better.**

**4. Pass a speech, voice and language proficiency test prior to enrollment in Clinical Procedures, COMD 4489.**

- Clinical Procedures, COMD 4489, is a required class and is one of the final courses taken as part of the ComD sequence.
- This course introduces students to the clinical process and has a strong hands-on component. ***There is no substitute for this course.***
- The following eligibility requirements are strictly enforced.
  - Only those with senior status should consider enrollment in Clinical Procedures.
  - You must have a degree plan filed and approved.
  - You must have a GPA of 2.67 in the major.
  - COMD 3375, Speech and Language Disorders in Children must be completed prior to enrollment in Clinical Procedures.
  - You may not have an unresolved grade below B- in a prerequisite COMD course.

**5. Enroll in courses in the correct sequence**

- Students who are unsure about the sequencing should consult with the academic advisor.
- Students without successful completion of the prerequisites will be dropped by the instructor.
- Neither the department nor the instructor will be responsible for tuition refunds.

**6. Students who enroll (register) for advanced classes in COMD without successful completion of the prerequisites will be dropped by the instructor.**

The sequence of courses is very important. Your graduation may be delayed if you do not register as planned. Contact the undergraduate advisor immediately if you cannot register for a required course and/or before you drop a required course.

<p style="text-align: center;"><b>MINOR REQUIREMENTS</b> <b>DOUBLE MAJOR REQUIREMENTS</b></p>
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Students wishing to graduate from the University Of Houston must fulfill either a minor or double major requirements.

**Minor**

- A minor is a secondary field of study that can be used to broaden students' knowledge base supporting their major and/or to expand job prospects and/or to study an area unrelated to their major but holds their interest.
- At the University of Houston, a minor can be declared in any of our 12 colleges and does not have to be housed in the same college as the students major.
- Please see <http://www.uh.edu/academics/majors-minors/minors/> for the complete list of minors offered at the University Of Houston.
- Students are encouraged to speak with the academic advisor in the minor department for more information.

**Double Major**

- A double major is a secondary major, within the College of Liberal Arts and Social Sciences. A double major can be used to broaden students' knowledge base supporting their primary major and/or to expand job prospects.
- Students pursuing a double major must identify one of the two majors as the primary major. Doing so establishes an academic home of record.
- Students are encouraged to speak with each appropriate advisor for degree requirement details.
- To select a double major refer to the University Catalog for full details.  
<http://catalog.uh.edu/content.php?catoid=6&navoid=1106&hl=double+major&returnto=search>
- For more information visit:  
<http://catalog.uh.edu/content.php?catoid=6&navoid=1106&hl=double+major&returnto=search>



## ***CHANGE OF MAJOR***

Students who wish to change their major to COMD must have a 2.67 cumulative grade point average (GAP) or higher. Students with less than a 2.67 GPA are encouraged to seek academic advising from the department however they are not eligible to officially change their major until they meet the required GPA.

## ***COURSE NUMBER***

Course numbers can be identified through instructional area prefix and four-digit number. The prefix indicates the department or instructional area.

For example: COMD is the department prefix for Communication Sciences and Disorders  
ENGL is the department prefix for English

The four-digit number indicates the level of the class as well as the total about of credit hours issued for the course.

For example:  
1000 = Freshman  
2000 = Sophomore  
3000 = Junior  
4000 = Senior

## ***GRADES***

### **Grade Change**

Questions regarding grades in *CLASS* courses must be resolved within the semester following the posting of the grade. Grade changes are approved only for correction of errors in computing the grade, and a grade change form must be submitted no later than the close of the semester/summer session following the posting of the grade.

Grades of I (Incomplete) must be resolved within one calendar year of the posting of the grade. Students are required to meet with the course instructor to outline the actions necessary to complete the course within the calendar year before the I grade can be assigned. Incomplete grades **cannot** be resolved by re-registering for the course.

### **Grading System**

The grade point average is a numerical representation of a student's overall academic achievement. It is obtained by assigning point value to specific grades and multiplying those values by the number of semester hours received in that course. The total number of grade points earned for one semester or for

all semester at the University Of Houston is divided by the total number of semester hours. Grades of S, U, I and W are not assigned in the grade point average.

The grade point values are as followed:

Grade	Description	GPA
A	Excellent, superior achievement	4.00
A-		3.67
B+		3.33
B	Good, exceeding all requirements	3.00
B-		2.67
C+		2.33
C	Average, satisfactorily meeting all requirements	2.00
C-		1.67
D+		1.33
D	Poor, passing	1.00
D-		0.67
F	Failing or withdrawal while doing failing work	0.00
I	Incomplete	
NR	Not reported	
S	Satisfactory	
U	Unsatisfactory	
W	Withdrawal	

### ***Dean's List***

The Dean's List is compiled each semester by the colleges. To qualify for this recognition, undergraduate students must earn a 3.50 minimum grade point average (the grade of **S** is not counted) on nine or more semester hours completed during the semester (The Colleges of Architecture, Engineering, Liberal Arts and Social Sciences, and Natural Sciences and Mathematics require a 3.50 or better on a minimum of 12 semester hours). Students who earn a grade of **I** (except in a senior honors thesis course), **D**, **F**, or **U** during the semester are excluded from consideration for the Dean's List. Some colleges have additional requirements for the Dean's List. For information, consult the catalog for the college of major or contact the office of the dean. The honors calculation will include the last 66 hours taken at the University Of Houston. All students who wish to qualify for honors must obtain 66 hours in residence.

Summa Cum Laude 3.75 to 4.00 (highest honors)

Magna Cum Laude 3.50 to 3.74 (high honors)

Cum Laude 3.25 to 3.49 (honors)

## **ACADEMIC NOTICE, PROBATION, AND SUSPENSION**

The standards below apply to all undergraduate and postbaccalaureate students enrolled. Students who entered under a previous catalog will be held to these standards.

### **ACADEMIC NOTICE/WARNING**

- Freshman students who earn less than a 2.00 grade point average in the first semester of enrollment and have 29 semester hours or less at the University of Houston shall be placed on academic notice. A mandatory advising stop will be placed on the students' record for each semester the cumulative grade point average falls below 2.00. The purpose of this action is to identify a potential academic problem that requires your attention.

### **ACADEMIC PROBATION**

- Transfer and postbaccalaureate students are placed on academic probation if their cumulative grade point average falls below 2.00. Students on academic probation will remain on probation until their cumulative grade point average reaches a 2.0 or higher. A mandatory advising stop will be placed on the students' record each semester the cumulative GPA falls below 2.00. Mandatory academic advising is required prior to enrollment for all students on academic probation. The purpose of this action is to identify a potential academic problem that requires your attention.
- Students on academic probation whose cumulative grade point average is below 2.00 but whose semester or summer session grade point average is 2.00 or higher will remain on academic probation.
- Students on academic probation will be removed from that status when their semester or summer session grade point average is 2.00 or higher and their cumulative grade point average is at or above 2.00.

### **SUSPENSION**

- Students on academic probation whose semester or summer session grade point average is below 2.00 are placed on academic suspension at the close of that semester or summer session.
  - The first academic suspension is for a period of **at least** one semester, either fall or spring.
  - The second academic suspension is for a period of **at least** 12 months.
  - After their third academic suspension, students are ineligible to enroll at the University of Houston.
- Suspended students are required to apply for readmission using the ATA, pay a \$50 application fee, and submit all credentials by the readmission deadline. Deadlines as well as college specific procedures and requirements for readmission from suspension will be found at <http://www.uh.edu/admissions/apply/re-apply-former-student/index.php>. This new procedure insures students will have an official, complete academic record, including any transfer work attempt while suspended.
- Once the application is completed through UH Main Campus Admissions, the college will be notified.
- An e-mail will be sent to the student from the college regarding the status of the application.

## **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 are paying college tuition. If you would like to allow your parents access to your records refer to the following link:

[http://www.uh.edu/contractadmin/Documents/OGC-SF-2006-02FERPAAuthorizationForm\\_000.pdf](http://www.uh.edu/contractadmin/Documents/OGC-SF-2006-02FERPAAuthorizationForm_000.pdf)

## ***TIPS FOR A SUCCESSFUL COLLEGE EXPERIENCE***

Class participation can be a vital tool to becoming a successful college student. Being actively engaged in a classroom can not only further the understanding of class material but also enforce critical thinking. Below you will find helpful information that can enhance your college career.

- Consult with your Academic Advisor at least once a semester.
- Get to know your instructor.
- Be familiar with your class syllabus – it includes class policies, instructor contact information, and outlines the course objectives.
- Arrive to class on time and be sure to turn off all electronic devices as they may be a distraction to students around you.
- Get started on your coursework the first day of class.
- Attend all class meetings.
- Keep up with reading assignments. Often, reading assignments cover material not reviewed during class time therefore it's your responsibility to read and know the information.
- If you miss a class, be sure to get notes from another student.
- Don't be afraid to ask questions in class - others often have the same question you do.
- Ask or seek help when needed.
- **Never** assume you will automatically be dropped from a class because you stopped attending – be sure to drop any courses before the drop day.
- Be sure to dedicate enough time to study for each class. The majority of your work will be done outside of class time. Students should plan to dedicate 2 – 3 hours of studying outside of class for every 6 hours in class.
- Utilize campus resources.
- Arrive to class on time.
- Review your notes before attending each class session.
- Before registering for any UH courses, be sure to check class prerequisites.
- Read the catalog, class schedule, and know your deadlines.
- Be sure to keep PeopleSoft updated with the correct contact information.
- Make sure you check your UH e-mail account frequently. Important University information is sent to this account.
- Keep copies of all documented paperwork you turn in to the University Of Houston (e.g.; General Petitions and Signed Degree Plans).
- Do not depend on satisfying degree requirements during summer semesters. Course offerings are limited in the summer semesters.

## **GENERAL SEQUENCE OF ComD Courses**

### **FRESHMAN CURRICULUM**

#### **Four Year Plan**

<b>FRESHMAN YEAR 0-29HRS</b>	<b>Fall 1</b>	<b>Course</b>	<b>Hours</b>
	COMD 1333	Introduction to Communication Sciences and Disorders	3
	<b>Spring 1</b>	<b>Course</b>	<b>Hours</b>
		University Core	12

<b>SOPHOMORE YEAR 30-59 HRS</b>	<b>Fall 2</b>	<b>Course</b>	<b>Hours</b>
	COMD 2376	Anatomy for Communication (COMD CORE) (OR Fall 3)	3
	<b>Spring 2</b>	<b>Course</b>	<b>Hours</b>
	COMD 2338	Phonetics (COMD CORE) (OR Fall 2 or 3)	3

<b>JUNIOR YEAR 60-89</b>	<b>Fall 3</b>	<b>Course</b>	<b>Hours</b>
	COMD 2339	Speech and Language Development (COMD CORE)	3
	<b>Spring 3</b>	<b>Course</b>	<b>Hours</b>
	COMD 3385	Speech Science	3
	COMD 3371	Speech Development and Disorders in Children	3
	COMD 3383	Language Disorders in Children	3

<b>SENIOR YEAR 90+</b>	<b>Fall 4</b>	<b>Course</b>	<b>Hours</b>
	COMD 3381	Audiology	3
	COMD Writing Intensive	Approved professional Writing course (See Advisor)	3
	COMD 3399	Honors Thesis in COMD (Optional)	3
	<b>Spring 4</b>	<b>Course</b>	<b>Hours</b>
	COMD 4333	Neuroscience for Communication	3
	COMD 4382	Aural Rehabilitation	3
	COMD 4489	Clinical Procedures (OR Fall 4)	4
	COMD 4399	Honors Thesis in COMD (Optional)	3

# **GENERAL SEQUENCE OF ComD Courses**

## **TRANSFER CURRICULUM**

### **Three Year Plan**

<b>YEAR 1</b>	<b>Fall 1</b>	<b>Course</b>	<b>Hours</b>
	COMD 1333	Introduction to Communication Sciences and Disorders	3
	<b>Spring 1</b>	<b>Course</b>	<b>Hours</b>
	COMD 2338	Phonetics (COMD CORE) (OR Fall 1)	3

<b>YEAR 2</b>	<b>Fall 2</b>	<b>Course</b>	<b>Hours</b>
	COMD 2339	Speech and Language Development (COMD CORE)	3
	COMD 2376	Anatomy for Communication (COMD CORE)	3
	<b>Spring 2</b>	<b>Course</b>	<b>Hours</b>
	COMD 3385	Speech Science	3
	COMD 3371	Speech Development and Disorders in Children	3
	COMD 3383	Language Disorders in Children	3

<b>YEAR 3</b>	<b>Fall 4</b>	<b>Course</b>	<b>Hours</b>
	COMD 3381	Audiology	3
	COMD Writing Intensive	Approved professional Writing course (See Advisor)	3
	COMD 3399	Honors Thesis in COMD (Optional)	3
	<b>Spring 4</b>	<b>Course</b>	<b>Hours</b>
	COMD 4333	Neuroscience for Communication	3
	COMD 4382	Aural Rehabilitation	3
	COMD 4489	Clinical Procedures (OR Fall 4)	4
	COMD 4399	Honors Thesis in COMD (Optional)	3

## **COURSE DESCRIPTION**

### **Required Courses:**

#### **1333: Introduction to Communication Disorders**

Cr. 3. (3-0). The field of communication disorders including history of professions in communication disorders and overview of a variety of disorder areas and career opportunities.

#### **2338: Phonetics**

Cr. 3. (3-0). Analysis of spoken English in articulatory, perceptual, and acoustic terms, with emphasis on general American dialect and its phonetic transcription.

#### **2376: Anatomy for Communication**

Cr. 3. (3-0). Anatomic and physiologic mechanisms underlying swallowing, language, speech and other communication modalities. Systems covered include respiration, phonation, articulation/resonance, deglutition, and the nervous system.

#### **2339: Speech and Language Development**

Cr. 3. (3-0). Theories and descriptions of typical development of language and speech from infancy through adolescence.

#### **3385: Speech Science**

Cr. 3. (3-0). Theoretical and physiological aspects of speech production and perception. Contributions of respiratory, laryngeal, velopharyngeal, and articulatory systems to speech production; physical and speech acoustics; speech across the life span.

*Prerequisite:* declared Pre-COMD Major and COMD 2376.

#### **3371: Speech Development and Disorders in Children**

Cr. 3. (3-0). Introduction to the identification and remediation of speech sound disorders in children; including survey of phonological development, practice in description of typical and atypical speech using the International Phonetic Alphabet.

*Prerequisite:* COMD 1333, COMD 2338, COMD 2339, COMD 2376, COMD Core complete, approved COMD Major.

#### **3383: Language Disorders in Children**

Cr. 3.(3.0) Introduction to disorders of language in children from birth through adolescence.

*Prerequisite:* COMD 1333, COMD 2338, COMD 2339, COMD 2376, COMD Core Complete, approved COMD Major.

#### **3381: Audiology**

Cr. 3. (3-0). Techniques and instrumentation used for evaluation of hearing. Rationale for audiometric tests practice in testing, and nonmedical interpretation of results.

*Prerequisite:* approved COMD Major or approved COMD Minor.

#### **4333: Neuroscience for Communication Disorders**

Cr. 3. (3-0). Foundations of neuroanatomy and neurophysiology relevant to speech, language, cognition, and swallowing.

*Prerequisite:* approved COMD Major, COMD 2376, and COMD 2385.

#### **4382: Aural Rehabilitation**

Cr. 3. (3-0). Principles, methodology, and procedures used with children and adults living with hearing impairment. Includes amplification devices, communication skills training, educational programming, and current issues.

*Prerequisite:* approved COMD Majors or approved COMD Minors and COMD 3381.

**4489: Clinical Procedures**

Cr. 4. (4-0). Conceptual models and application strategies for clinical management of communication disorders in adults and children.

*Prerequisite:* approved COMD Major with minimum of 18 semester hours of COMD courses completed and 2.67 GPA in major.

**Elective Courses:****COMD 2396: Selected Topics in Communication Sciences Disorders**

Cr. 3. (3-0). Exploration of specific interests such as bilingual speech and language development, language science, and research in communication sciences and disorders.

*Prerequisite:* COMD major and consent of department chair.

**COMD 3301: Deaf Culture**

Cr. 3. (3-0). Deaf culture: behaviors, beliefs, psychology, education, language, myths, history and attitude toward others, from the perspective of deaf people and those who work with them.

**COMD 3396: Selected Topics in ComD**

Cr. 3. (3-0). Exploration of specific interests such as bilingual speech and language development, language science, and research in communication sciences and disorders.

*Prerequisite:* junior standing, COMD major and consent of department chair.

**COMD 3399: Honors Thesis in ComD**

Cr. 3. (3-0). Both COMD 3399 and 4399 must be taken before credit is received for either, and the courses must be taken in sequence.

*Prerequisite:* consent of department chair.

**COMD 4198: Independent Study in ComD**

Cr. 3. (3-0). Offered to advanced COMD majors who wish to explore specific interests such as bilingual speech and language development, language science, and research in communication sciences and disorders.

*Prerequisite:* senior standing, COMD major and consent of department chair.

**COMD 4398: Independent Study**

Cr. 3. (3-0). Undergraduate credit only.

*Prerequisite:* approval of department chair.

**COMD 4399: Honors Thesis in ComD**

Cr. 3. (3-0). Both COMD 3399 and 4399 must be taken before credit is received for either, and the courses must be taken in sequence.

*Prerequisite:* consent of department chair.



## ***NOTE TO RETURNING STUDENTS***

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

- COMD 2339 – Speech, Hearing and Language Development
- COMD 3383 – Speech Development and Disorders in Children
- COMD 4382 – Aural Rehabilitation
- COMD 4333 – Neuroscience for Communication Sciences and Disorders
- COMD 4489 – Clinical Procedures

## ***TRANSFER STUDENTS***

Seven things every transfer student should know:

1. Transfer students must meet all requirements for admission and continuation in ComD. See page 15 of this handbook.
2. 66 Hour Rule: Only a maximum of 66 community college credits may be transferred to the University of Houston. Students are urged to meet with a transfer advisor (<http://eto.uh.edu/TAP>) to discuss the transferability of the exact courses.
3. Residency Requirement: The last 30 hours toward any UH degree must be completed at UH.
4. Core: Students who do not complete their core requirements before transferring must complete the UH core. For a complete listing of UH core classes go to <http://www.uh.edu/academics/corecurriculum>
5. Degree Plan: It is important for students to meet with a transfer advisor and file a degree plan before completing 60 hours toward their degree as a signed degree plan provides a clear road map toward their goal of graduation.
6. 6 W Rule: Students are limited to a total of six dropped courses with “W” during their entire undergraduate career. All courses dropped at other Texas public institutions will count toward the 6 drop limit.
7. Enrollment cap for Texas Residents: Texas resident undergraduate students who enrolled for the first time in a Texas public institution of higher education in Fall 1999 or later may be charged a premium tuition rate- an additional \$100 per semester credit hour over the Texas resident rate- after they reach an established enrollment cap. The cap for students who registered for the first time in Fall 1999-Summer 2006 is 45 hours; for students registering for the first time in Fall 2006 and later the cap is 30 hours.

## ***DROPPING COURSES***

As of fall 2007, students (current, transfer and First Time In College (FTIC) students) are allowed a total of six withdrawals (W). Withdrawals may be used at any time during their college career to drop a course up through the *last day to drop a course*. Once the six Ws have been used, the student must complete all subsequent courses regardless of academic performance. When a class which includes a lab (or recitation) is taken concurrently, the dropping of such a class and lab (or recitation) will count as one withdrawal if dropped simultaneously.

The last day to drop or withdraw from a course without receiving a grade is before the Official Reporting Day (ORD). Please see the academic calendar for the exact date for each semester.

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 semester (i.e. four weeks prior to the last class day of a fall or spring semester, 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 in any one of the following ways:

1. Undergraduate students who wish to drop a course must obtain the signature of the instructor.
2. An instructor may drop students for any one of the following reasons:
  - a. Lack of prerequisites or corequisites for the course listed in the latest catalog, but only through the last day for dropping courses. Students who have not met the prerequisites will be dropped without a tuition refund if the drop date is after the refund date. (Students who enroll in a course for which they are not eligible and then remain in the course knowingly misrepresent their academic records or achievements as they pertain to course prerequisites or corequisites and are in violation of the university's academic honesty policy.)
  - b. Excessive absences, but after the last day for dropping courses only with the approval of the dean of the college in which the course is being offered..
  - c. Causes that tend to disrupt the academic process (except those actions involving academic honesty, which come under the jurisdiction of the academic honesty policy), but after the last day for dropping courses only with the approval of the dean of the college in which the course is being offered. Disruptive behavior includes the use of or the failure to deactivate cell phones, pagers, and other electronic devices likely to disrupt the classroom. Students may make timely appeal of charges through the office of the dean of the college in which the course is taught.
3. After the last day for dropping courses, undergraduate students may drop or be dropped by their instructor from a course with a W or U , as determined by the

instructor, only with the approval of the dean of the college in which the course is offered and only for rare, urgent, substantiated, nonacademic reasons.

Students are expected to commit themselves to courses as early as possible in order to succeed in their courses.

The effective date recorded for termination of enrollment for all matters relating to University of Houston records will be the date the student drops the course through the web site at <http://www.uh.edu/enroll/rar> or the date the properly approved current enrollment change request form, written request, or drop report is received by the Registrar's Office, at the Welcome Center.

Students are responsible for verifying that they have been dropped from a course with the Registrar's Office at the Welcome Center. (Students may also use the web site to check their enrollment status.) All F-1 and J-1 international students must see the International Student and Scholar Services Office before dropping courses. Business majors must also secure permission from the Office of Undergraduate Business Programs in the Bauer College of Business. Athletes must see the Assistant Director of Athletics before dropping courses.

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.

Students who find it necessary to request either a medical withdrawal or administrative withdrawal from the university before the end of the semester will not have to use their Ws for withdrawal. Likewise, financial withdrawals will not be included in the number of Ws used.

For more information on the University policy on dropping courses, visit: [www.uh.edu/provost](http://www.uh.edu/provost)

## ***GRADUATION***

Graduation applications should be filed either the semester prior to or in which the student plans to graduate. Applications are available online. Deadlines for filing the application for graduation are listed on line in the academic calendar. Candidates for graduation who have been previously disapproved must reapply for graduation.

## **GRADUATE SCHOOL APPLICATION AND ADMISSION PROCESS**

A group advising meeting will be held each spring semester to educate students who will be applying to graduate schools. In general, please keep the following in mind.

1. In order to practice as a certified speech-language pathologist, you must earn at least a master's degree in communication disorders from an accredited university program. In order to practice as a certified audiologist, after 2010 you must earn at least a clinical doctorate in audiology from an accredited university program.
2. Admission to graduate schools is competitive. Your grades AND your conduct during your undergraduate career will determine how you are viewed in comparison to all the other applicants.
  - a. Most accredited graduate programs require at least a 3.0 grade point average. Some programs consider major grade point average or last 60 hours grade point average separately.
  - b. It is your responsibility to obtain letters of recommendation from faculty members.
    - i. Some faculty members require you to discuss your goals with them before agreeing to write a letter, others require a certain grade to have been earned in their classes.
    - ii. MOST graduate programs have a form that the recommender must complete. Provide your faculty member with all necessary forms and information at least 2 weeks before you require the letter.
    - iii. Faculty must be prepared to write not only about your performance in their classes, but also must include their opinions about your potential for communicating effectively and interacting constructively in a clinical and/or supervisory relationship and contributing to the profession of speech-language pathology or audiology.
  - c. The Graduate Records Exam (GRE) is required for admission to most graduate programs. We recommend that you prepare to take the exam by studying and taking practice tests. Allow yourself enough time to re-take the test if you are not satisfied with your score.
  - d. Your personal statement is considered a writing sample. Write it carefully and allow yourself enough time to edit it. Keep these statements professional in tone.

## **PROFESSIONAL ORGANIZATIONS**

### ***NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSHLA)***

The National Student Speech-Language-Hearing Association is affiliated with ASHA. There are branches of NSSHLA at many universities. 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, too. Students are encouraged to participate in this association. Activities that NSSHLA 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 is reduced ASHA certification fees.

### ***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). 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. It examines academic programs and determines their eligibility for accreditation. The Communication Disorders Program of the University of Houston is accredited by this Council. This means that the program must adhere to guidelines in administering the academic and clinical programs. If you wish to contact the Council on Academic Accreditation you can write to them at ASHA, 10801 Rockville Pike, Rockville MD 20501. The phone number is (310) 987-5700. There are certain academic requirements that students must fulfill as well as clinical requirements that are mandatory. ASHA also has a public code of ethics. It is the responsibility of every student and professional to follow the code of ethics. This code is presented in the Appendix F of this handbook. It will be discussed in several of your classes. Please read it.

### ***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, call the Houston Alumni Organization at (713) 743-9550 or go their web page <http://www.mycougarconnection.com>.

### ***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. Conventions are held in Houston, Dallas, Corpus Christi and Austin on a rotating basis. TSHA offers financial support to students for research and education.

### ***HOUSTON ASSOCIATION FOR COMMUNICATION DISORDERS (HACD)***

The Houston Association for Communication Disorders is the local professional organization. HACD currently numbers almost 500 members and is an active organization. The main mission is to provide continuing education for its members. It maintains a student focus through mentoring programs and scholarships for ComD students. HACD is a useful network for students, a way to meet and know local professionals.

### **ASSOCIATION OF HOUSTON AUDIOLOGISTS (AHA)**

The Association of Houston Audiologists is a professional organization for audiologists living in the greater Houston Gulf Coast area. Meetings are held approximately bi-monthly for networking and socializing. The major continuing education events are the Fall and Winter conferences when nationally known speakers in audiology are invited to present current research and clinical information.

## **APPENDIX A: UNIVERSITY OF HOUSTON POLICY ON ACADEMIC DISHONESTY**

The information below came from the UH on-line catalog at:

<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>, Article 3. Categories of Academic Dishonesty

**APPLICATION of the ACADEMIC HONESTY POLICY:** This policy applies only to those acts of dishonesty performed while the student is enrolled in the university.

**ACADEMIC DISHONESTY PROHIBITED:** “Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements. Academic dishonesty includes, but is not limited to, the following:

### *Plagiarism*

- a) 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;

### *Cheating and Unauthorized Group Work*

- b) Openly cheating in an examination, as copying from another’s paper;
- c) Possessing on one’s person 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 such possession is expressly permitted by the instructor;
- d) Using “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
- e) 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;
- f) 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;

### *Falsification, and Misrepresentation*

- g) Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error; *Fabrication*,
- h) Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
- i) Falsifying results in laboratory experiments;
- j) 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;

### *Stealing and Abuse of Academic Materials*

- k) Stealing, as theft of tests or grade books, from faculty offices or elsewhere; this includes the removal of items posted for use by the students;
- l) Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

### *Complicity in Academic Dishonesty*

- m) 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*

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

<p><b><i>APPENDIX B: DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS GRIEVANCE POLICY</i></b></p>
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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.

- Any student who believes he or she has an academic grievance should first try to resolve the grievance informally with the faculty member or other involved parties.
- 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. The Department Chair will be responsible for conducting all stages of the process, except as noted below. If the Department Chair is named in the grievance, the Graduate Program Director will take over these responsibilities.
- The student must file official notice of an intention to grieve within 30 days of the point in time when the grievant has knowledge or should have had knowledge of the problem being grieved. Within 60 days of filing the intent to grieve notice, the grievant must submit a formal grievance.
- 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, 3) what the desired resolution is.
- 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 21 days to produce a written response to the grievance.
- The grievant will receive a copy of the response prior to the grievance panel hearing.
- A grievance panel will be assembled by the Department Chair, who will also assign a panel chairperson. The panel chairperson is responsible for the execution of the hearing including; managing all correspondence with the other members of the panel, the grievant, and the person(s) to whom the grievant is directed; leading the grievance hearing; completing the hearing summary and distributing it to the appropriate parties.
- The Grievance panel will include:
  - 3 ComD faculty members
  - 1 faculty from outside ComD
  - 1 student from outside the department
  - One of the faculty members will serve as the Chair of the grievance panel.

A hearing will be scheduled within four 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, one week prior to the hearing.



The following guidelines for the hearing 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, the person(s) to whom the grievance is directed may speak at the hearing.

Only the panel members will be allowed to ask questions. Recording of the hearing 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 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 all panel members.

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 report will be completed within one week after the hearing has been conducted. The decision will be sent to the grievant, the person(s) to whom the grievance is directed, and the Department Chair.

The grievant has the right to appeal the decision of the departmental grievance panel. The appeal must be done in accordance to college procedures ( <http://www.uh.edu/class/students/graduate/academics-planning/policies-procedures/index.php> )

## ***APPENDIX C: 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, HFAC has prepared this handbook on financial aid.

### **Helpful Hints**

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

Apply to as many sources as you can find. Ask for information and help. Apply as early as possible.

### **Sources of Information**

#### **Academic Job Announcements**

H-Net: <http://www.matrix.msu.edu/jobs>

Roadsign: [www.listserv.georgetown.edu/archives/roadsign.html](http://www.listserv.georgetown.edu/archives/roadsign.html)

Chronicle of Higher Education: [www.thisweek.chronicle.com/.ads/.ads-by-group/.faculty/.humanities/.links.html](http://www.thisweek.chronicle.com/.ads/.ads-by-group/.faculty/.humanities/.links.html)

MLA: [http://www.mla.org/main\\_jil.htm](http://www.mla.org/main_jil.htm) (username: 3041, password 06520)

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

- **Fastweb** (free scholarship searches): [www.demo.studentservices.com/fastweb/](http://www.demo.studentservices.com/fastweb/)  
A searchable database of more than 180,000 private sector scholarships and grants.
- **The Financial Aid Information Page:** [www.finaid.org/](http://www.finaid.org/) Comprehensive information about sources of student financial aid.
- **The Foundation Center:** [www.fdncenter.org/](http://www.fdncenter.org/)
- **Foundation and Funders:** [www.finaid.org/finaid/awards/foundations.html](http://www.finaid.org/finaid/awards/foundations.html)
- **Foundations On-Line:** [www.foundations.org/](http://www.foundations.org/)
- **Mach25:** [www.collegenet.com/mach25/](http://www.collegenet.com/mach25/) CollegeNet's database of scholarships.
- **Scholarship and Fellowship Databases:** [www.finaid.org/finaid/awards.html](http://www.finaid.org/finaid/awards.html) Links to many scholarship databases.
- **Student Guide:** [www.ed.gov/prob\\_info/SFA/StudentGuide](http://www.ed.gov/prob_info/SFA/StudentGuide)  
The Department of Education's guide to all major federal aid programs.

### **Texas and Federal Grants**

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

- **Federal and State of Texas assistance:** [www.utexas.edu/student/finaid/info/assist.html](http://www.utexas.edu/student/finaid/info/assist.html)
- **Texas Guaranteed Student Loan Corporation:** [www.tgslc.org/tgslc](http://www.tgslc.org/tgslc)
- **The Scholarship Database:** [www.adventuresineducations.org](http://www.adventuresineducations.org)  
The Web's most comprehensive, up-to-date, no fee. searchable database of student financial aid.
- **Texas Higher Education Coordinating Board WebSite:** [www.theccb.texas.gov](http://www.theccb.texas.gov) 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.**

Additional Useful Internet Resources

**Academe This Week**, A service of the Chronicle of Higher Education: [www.chronicle.merit.edu](http://www.chronicle.merit.edu)

**Academic Advising Resources** on the Internet: [www.volvo.gslis.utexas.edu/acadres/](http://www.volvo.gslis.utexas.edu/acadres/)

**Fund Finder Scholarship Search**: [www.finaid.org/finaid/expan.html](http://www.finaid.org/finaid/expan.html)

**Sponsored Programs Information Network**: [gopher://spin.infoed.org/1](mailto:gopher://spin.infoed.org/1)

**Search for Scholarships by Major**: [www.studentservices.com](http://www.studentservices.com)

**Grants Search** through Carnegie Mellon University: [www.cs.cmu.edu](http://www.cs.cmu.edu)

***APPENDIX D: EMERGENCY PROCEDURES FOR COMD DEPARTMENT,  
CLINICAL RESEARCH SERVICES AND THE UNIVERSITY SPEECH,  
LANGUAGE, & HEARING CLINIC***

All Department members and students are responsible for reviewing the evacuation map (See inside front cover of Handbook) 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.

If you are notified of an emergency situation either through the alarm system or verbally, while engaged in clinical services, you are responsible for leading your client to the nearest exit. Do not leave a client in a treatment room, lab, audiology test booth, or restroom while you investigate the problem. Move to the nearest exit to the outside of the building until you are notified by a DH 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. Notify Dr. Bienenstock to evacuate. Check Room 104 file room, student and faculty lounges, copy/mail room, and waiting room restroom as you go. Instruct anyone you see 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, speech & anatomy labs, faculty labs, library, NSSLHA Office, 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/supervisors in the clinic rooms escort their 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 as they leave the building, seeing that anyone they find comes with them. Await further instructions from a UH official outside the building.

PERSONS IN WHEELCHAIRS MUST EXIT THE MAIN 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 and Automated External Defibrillator (AED) located in the back clinic hallway near room 136 in case of emergency.

All students are encouraged to 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.

## ***APPENDIX E: University of Houston Resources***

### **Academic Program Management (APM), 713-743-9112**

**109 Ezekiel Cullen** [www.uh.edu/provost/](http://www.uh.edu/provost/)

APM administers all UH Administrative/Medical Withdrawal requests. The deadline for submission of a completed request form with all supporting documentation to APM is the official close of the semester following the term for which the administrative/medical withdrawal is requested.

### **Center for Student with DisABILITIES (CSD), 713-743-5400**

**100 Student Service Center** [www.uh.edu/csd](http://www.uh.edu/csd) (TTY 713-749-1527)

Provides accommodations and support services to UH students who have any type of temporary or permanent health impairment, physical limitation, learning disability or psychiatric disorder. CSD also assists students with access to campus-wide facilities. Students with disabilities are encouraged to register with CSD as it is required for any student who requests academic accommodations.

### **Counseling and Psychological Services (CAPS), 713-743-5454**

**226 Student Service Center 1** [www.caps.uh.edu](http://www.caps.uh.edu)

Offers a variety of services to students including: outreach; individual, couples and group counseling; vocational counseling; consultation; crisis intervention; psychological assessment; and self improvement workshops.

### **International Students and Scholars Services Offices - 713 743-5065**

**302 SSC 1** [www.issso.uh.edu](http://www.issso.uh.edu)

Provides for the special needs of international students related to their status as non-immigrants of the United States. Non-immigrants are authorized to stay in the U.S. temporarily in contrast with immigrants who are authorized for permanent residency in the U.S. Meets the University of Houston's responsibility for compliance with the laws and regulations of the U.S. government. Promotes internationalization at the University of Houston through our services and programs.

### **Language Acquisition Center (LAC) , 713-743-3132**

**311 Agnes Arnold Hall** [www.class.uh.edu/lac/](http://www.class.uh.edu/lac/)

**211-217 Agnes Arnold Hall**

A student & faculty support unit of the Department of Modern & Classical Languages and provides resources for the study of world languages, literatures, and cultures through technology and academic support.

### **Learning Support Services (LSS), 713-743-5411**

**N109 Cougar Village (CV) (CV 563)** [www.las.uh.edu/lss](http://www.las.uh.edu/lss)

Offers one on one meetings with Learning Strategies Counselors, tutoring in most subjects, and workshops in areas such as test anxiety, study skills, and exam preparation.

### **Math Department Tutoring Center (CASA), 713-743-6296**

**222 Garrison Gym** [www.casa.uh.edu/casa](http://www.casa.uh.edu/casa)

Provides help for lower level math courses.

### **University Career Services (USC), 713-743-5100**

**106 Student Service Center 1** [www.career.uh.edu](http://www.career.uh.edu)

UCS serves UH students and alumni at all stages of career development. Services include career counseling, vocational testing, workshops, student employment services, internships, career placement and alumni career services.

**University Testing Services (UTS), 713-743-5444**

**204 Student Services Center 1** [www.las.uh.edu/uts](http://www.las.uh.edu/uts)

UTS offers testing and assessment services including: placement, credit by exam, professional certification and licensing examinations. UTS also provides preparation materials for tests offered.

**Writing Center, 713-743-3016**

**234 Classroom and Business Building (CBB 499)** [www.uh.edu/writecen](http://www.uh.edu/writecen)

The Writing Center offers one-on-one consultations where our writing consultants (peer tutors) assist students with their writing assignments.

## ***APPENDIX F: ASHA CODE OF ETHICS***

### **Preamble**

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

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

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

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

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

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

### **Principle of Ethics I**

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

### **Rules of Ethics**

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high - quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.



- E. Individuals who hold the Certificates of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- F. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- G. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.
- H. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- I. Individuals shall not provide clinical services solely by correspondence.
- J. Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.
- K. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.
- L. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community or otherwise required by law.
- M. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- N. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
- O. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

## Principle of Ethics II

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

## Rules of Ethics

- A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their competence, considering their level of education, training, and experience.
- C. Individuals shall continue their professional development throughout their careers.
- D. Individuals shall delegate the provision of clinical services only to: (1) persons who hold the appropriate Certificate of Clinical Competence; (2) persons in the education or certification process who are appropriately supervised by an individual who holds the appropriate Certificate of Clinical Competence; or (3) assistants, technicians, or support personnel who are adequately supervised by

an individual who holds the appropriate Certificate of Clinical Competence.

- E. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- F. Individuals shall ensure that all equipment used in the provision of services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

### **Principle of Ethics III**

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

#### ***Rules of Ethics***

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

### **Principle of Ethics IV**

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

#### ***Rules of Ethics***

- A. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- B. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- C. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.

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

Reference this material as: American Speech-Language-Hearing Association. Code of ethics (revised). *ASHA Supplement*, 23, pp. 13–15.

Index terms: ASHA reference products, ethics (professional practice issues), ethics and related papers

## **Checklist - Communications Sciences and Disorders**

*This is not an official degree plan*

### UH CORE (42 Hours)

\_\_\_ ENGL 1303 - First Year Writing I

\_\_\_ ENGL 1304 - First Year Writing II

\_\_\_ MATH 1310 - College Algebra

\_\_\_ Math/Reasoning or equivalent

Recommend course: Statistics

\_\_\_ Lang., Phil., Culture (select from core)

\_\_\_ Life & Physical Science (select from core)

Recommend course: Biology

\_\_\_ Life & Physical Science (select from core)

Recommend course: Chemistry or Physics

\_\_\_ HIST 1376 or 1377 - The United States to 1877

\_\_\_ HIST 1378 or 1379 - The United States Since 1877

\_\_\_ POLS 1336 - U.S., Texas Politics & Constitutions

\_\_\_ POLS 1337 - U.S. Government: Congress, President

\_\_\_ Creative Arts (select from core)

\_\_\_ Writing in the Disciplines (select from core)

\_\_\_ Social/Behavioral Science (select from core)

Recommended course: Introduction to Psychology

### **Bachelor of Science**

12 hours of math/reasoning

8 hours of science

\_\_\_ (3 hours) \_\_\_

\_\_\_ (3 hours) \_\_\_

\_\_\_ (3 hours) \_\_\_

\_\_\_ (3 hours) \_\_\_

\_\_\_ (\_\_\_ hour/s) \_\_\_

\_\_\_ (\_\_\_ hour/s) \_\_\_

### **OR Bachelor of Arts**

6 hours of **sophomore**

level foreign language

\_\_\_ (3 hours) \_\_\_

\_\_\_ (3 hours) \_\_\_

### **CLASS Block (9 HRS)**

9 hours of electives must be taken within the College of Liberal Arts and Social Sciences. Courses within the major or courses used to satisfy UH core will **not** double count.

\_\_\_ (3 hours) \_\_\_

\_\_\_ (3 hours) \_\_\_

\_\_\_ (3 hours) \_\_\_

### **Minor (15-21 HRS)**

A minor, double major, or dual degree is required. The total number of hours varies by department. Consult with the appropriate advisor for more information.

\_\_\_

\_\_\_

\_\_\_

### **COMD REQUIRED COURSES**

**50 Hours**

**Courses must be taken in sequential order**

COMD 1333	Intro to COMD
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<b>COMD 2339 COMD core</b>	<i>Speech and Language Development</i>
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<b>COMD 2338 COMD core</b>	<i>Phonetics</i>
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<b>COMD 2376 COMD core</b>	A&P for COMD
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**Students must be accepted into the program to enroll in any of the COMD courses listed below.**

COMD 3385	Speech Science
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COMD 3371	Speech Dev. & Disorders in Children
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COMD 3383	Language Disorders in Children
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COMD approved WID	See COMD advisor
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COMD 3381	Audiology
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COMD 4333	Neuroscience for COMD
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COMD 4382	Aural Rehabilitation
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COMD 4489	Clinical Procedures
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### **Courses below may double dip with the UH Core or CLASS electives**

Sophomore level social science (PSYC 2000+)
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Sophomore level social science (PSYC, SOC, ANTH)
--------------------------------------------------

College level statistics (MATH 2311, PSYC 3301, SOC 3400)
--------------------------------------------------------------

Biological science
--------------------

Physical Science (Chemistry, Geology, or Physics)
------------------------------------------------------