

UNIVERSITY of
HOUSTON

COLLEGE of LIBERAL ARTS & SOCIAL SCIENCES
Communication Sciences & Disorders

**POST BACCALAUREATE LEVELING PROGRAM
STUDENT HANDBOOK**



2021-2022

Department of Communication Sciences and Disorders
Melcher Life Sciences
3871 Holman St., Room M242, Houston, TX 77204-6018
713-743-2897

Dear Post Baccalaureate Leveling Student:

Welcome to the Department of Communication Sciences and Disorders at the University of Houston. The faculty and staff are proud of our department and we are delighted that you have chosen to study with us. As you know, 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.

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

The purpose of this handbook is to provide information about the department and the requirements for your program. It includes essential information that you will need during your course of study, and it is important that 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 online at <http://publications.uh.edu/index.php?catoid=41>. 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,

Margaret Blake,
Ph.D. Chair and
Professor

Dear Students:

Welcome! We are pleased to have you in the Communication Sciences and Disorders Post Baccalaureate Leveling Program at the University of Houston. You have earned your place in our program. The admissions process is competitive and we have selected the best students for our program.

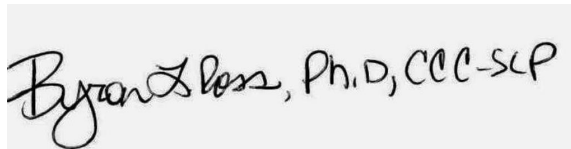
The Post Baccalaureate Leveling Program is designed to prepare you for a graduate program in Communication Sciences and Disorders. The purpose of the Post Baccalaureate Leveling Program is to provide the prerequisite “leveling” classes to apply to graduate school. Admission to graduate school is highly competitive, and one of the critical requirements is a strong grade point average (GPA), particularly in the classes in Communication Sciences and Disorders. Another important factor is performance on the Graduate Record Exam (GRE).

The requirements for completion of the Post Baccalaureate Leveling Program include 31 credit hours of coursework. You will also acquire a minimum of 25 observation hours in speech-language pathology or audiology.

You may have heard that the PB Leveling Program is intense. It is! During your first semester, you will be enrolled in four COMD courses at one time. In the spring semester you will be enrolled in five COMD courses concurrently. The curriculum and course sequence is very challenging and demanding. If you are part-time PB Leveling student, during your first semester, you will be enrolled in three COMD courses at once. The rigors of the Post Baccalaureate Leveling Program will prepare you for graduate school. During the semester breaks, you will likely be retaking the GRE, perfecting your personal statements and collecting letters of recommendations from your instructors. I have confidence that you can do this. The admissions committee chose you because we expect that you can successfully complete the program.

As the Post Baccalaureate Leveling Program Director, I encourage all of you to ask me questions when you have them or express concerns that you may have about the PB Leveling Program.

I look forward to getting to know all of you,

A handwritten signature in black ink that reads "Byron Ross, Ph.D., CCC-SLP". The signature is written in a cursive style and is set against a light gray rectangular background.

Byron Ross, Ph.D., CCC-SLP
Post Baccalaureate Leveling Program Director

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

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

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

Goal 2:Scholarship

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

Goal 3:Service

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

The University of Houston is accredited by the Southern Association of Colleges and Schools (SACS), and the UH graduate program in COMD is accredited by the Council on Academic Accreditation in audiology and speech-language pathology (CAA). The standards for accreditation can be found in Appendix F.

PROHIBITIONS ON DISCRIMINATION

The Department of Communication Sciences and Disorders is committed to the promotion and affirmation of diversity, and respects the dignity and worth of individuals regardless of their gender expression and identity, ethnicity, race, sexual orientation, age, disabilities, religious beliefs, and socioeconomic status. We follow the University of Houston's Anti-discrimination policy: <https://uh.edu/equal-opportunity/anti-discrimination/policies/> .

FACULTY and STAFF

Margaret Lehman Blake, Ph.D., CCC-SLP. Professor and Department Chair. Dr. Blake received her master's degree from Arizona State University and her doctorate from the University of Pittsburgh. She completed a post-doctoral fellowship at the Mayo Clinic. She teaches a variety of courses including undergraduate anatomy and neuroscience and graduate courses in cognitive disorders and research. In 2016 she received a UH Teaching Excellence Award. Her primary research interest is cognitive and communication disorders due to right hemisphere brain damage.

Cherece Andrews, Au.D., Clinical Assistant Professor. Dr. Andrews is the audiologist at the USLHC and teaches undergraduate classes in Audiology and Aural Rehabilitation. She earned her Doctor of Audiology degree from the University of South Florida and did her undergraduate work at the University of Florida. Her interests include aural rehabilitation, auditory processing disorders, and pediatric audiology.

Ferenc Bunta, Ph.D., Associate Professor. Dr. Bunta has been a faculty member at the University of Houston since 2008. His research focuses on bilingual and cross-linguistic phonological acquisition in both typical children and their peers with communication disorders (such as children with hearing loss who use cochlear implants). His work has been funded by the NIH/NIDCD, Department of Education, and the Spencer Foundation. Dr. Bunta has taught courses on phonetics, phonology, speech and language acquisition, bilingual language development, and speech science.

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

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

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

Heather Dial, Ph.D. Assistant Professor.

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

Janet Eckert, M.S., CCC-SLP. Externship Coordinator & Clinical Educator. Ms. Eckert earned her B.A. from Baylor University, and her M.S. from Texas Woman's University. Her experience primarily includes public schools and private practice, specializing in the assessment and treatment of the preschool population. Her background includes co-writing a language and phonological based curriculum for preschool ages. Ms. Eckert has served as a Clinical Educator as well as an Instructor for COMD 1333 and is the Program Director for graduate externships.

Katherine Ermgodts, Ph.D., CCC-SLP. Clinical Assistant Professor.

Yoan Gallegos, Financial Coordinator. Ms. Gallegos is responsible for the financial aspects of the department and clinic. She supports the front reception area when needed.

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

Ashwini Joshi, Ph.D., CCC-SLP. Associate Professor and Director of the Ph.D. Program. Dr. Joshi received her doctorate from the University of Kentucky and examined effects of vocal fold paralysis in the brain. Her current research interests include assessment methods for voice and rehabilitation after vocal fold surgery, and identifying reliable low cost voice assessment tools. She teaches undergraduate and graduate courses in anatomy and physiology, speech science, motor speech disorders, and voice disorders. She also serves as the Director of the Ph.D. program.

Paula Niño Kehr, PhD Program Manager. Ms. Niño Kehr manages the day-to-day operations of the ComD PhD Program. She has a background in communications and conference and event planning.

Lynn M. Maher, Ph.D., CCC-SLP. Professor. Dr. Maher is a Professor and Executive Director of the University Speech-Language-Hearing Clinic: A United Way Agency (USLHC) at the University of Houston. Her research interests, currently funded by the NIH and previously by the VA Rehab R & D, are in the understanding and rehabilitation of aphasia and related disorders. Dr. Maher has an adjunct faculty appointment at Rice University, is a Fellow of the American Speech-Language-Hearing Association, and is a Co-Founder of the Houston Aphasia Recovery Center, a nonprofit wellness center for people with aphasia and their families.

Monique T. Mills, Ph.D., CCC-SLP. Associate Professor. Dr. Mills completed a B.S. in Speech and Hearing from the University of Illinois at Urbana-Champaign in 2001 and an M.A. in Speech and Hearing Science from The Ohio State University in 2004. She received her Ph.D. from the University of Illinois at Urbana-Champaign in 2008 followed by postdoctoral training in the Waisman Center at the University of Wisconsin-Madison. Dr. Mills' research interest is in the cognitive, linguistic, and social correlates of narrative language, or storytelling, in school-age children who are acquiring more than one dialect of American English. She is teaching courses in language development and research.

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

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

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

Jane Tragesser, M.A., CCC-SLP. Clinic Director. Ms. Tragesser earned her B.S. and M.A. in Communication Disorders from the University of Houston. Prior to joining the USLHC, she worked in the public schools for 10 years. In addition to providing speech and language services to preschool and school-age children, Ms. Tragesser conducted trainings and workshops with teachers, parents, and other related professionals. Her primary areas of interest include AAC and pragmatic language intervention for individuals with high-functioning autism.

Jessica Zoll, Undergraduate Advisor. Ms. Zoll assists the undergraduate ComD students in program planning and registration.

CLINICAL EDUCATORS

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

Danielle R. Devore, MA, CCC-SLP. Clinical Educator. Ms. Devore is a part-time clinical educator at the USLHC. Her expertise is in the areas of pediatric speech and language disorders. She currently provides speech and language services at Texas Children's Hospital.

Jessena Elmore, M.A., CCC-SLP. Clinical Educator. Ms. Elmore is a nationally certified speech-language pathologist and a clinical educator in the Department of Communication Sciences and Disorders at UH. She earned a Bachelor of Science in Speech-Language Pathology from Queens College in Flushing, NY and a Master of Arts in Speech-Language Pathology from New York University in New York, NY. Ms. Elmore's area of specialty include diagnostic and treatment of communication disorders including verbal apraxia, dysarthria, articulation and phonological impairments. She has experience in the private practice sector and has worked contractually in the public school system. Ms. Elmore is a member of the American Speech-Language Hearing Association and the Texas Speech-Language Hearing Association.

Marianne Essington, M.S., CCC-SLP. Clinical Educator. Marianne Essington graduated with a Bachelor of Science in Speech and Hearing from West Virginia University and received her Masters of Science in Speech Pathology from Rutgers University, The Graduate School, New Brunswick, NJ. Ms. Essington has primarily spent her career working with children in either the public school system or working PRN at an outpatient clinic. Her specialty is working with students on the autism spectrum. She participated in the Autism Circuit Academy through Region 20 and received a certificate for 60 CEU hours of evidence-based practice in collaboration with Texas Educators in an online professional community. Her continuing education training also includes low-tech core board implementation strategies, as well as language acquisition through motor planning (LAMP) as a therapeutic approach for using voice output as a communication aid.

Teresa Guerra, Ed.D., CCC-SLP. Clinical Educator. Mrs. Guerra is a Spanish/English bilingual part-time clinical educator at the USLHC supervising bilingual diagnostic teams in our community outreach settings. She is also employed at Winter Pediatric Therapy as a Clinical Manager and Feeding Coordinator. She is currently a doctoral candidate in the Professional Leadership-Special Populations program at the UH College of Education (expected graduation December 2019). Her areas of interest include autism spectrum disorder, bilingual evaluations/treatment, and feeding disorders. Mrs. Guerra also has experience conducting school-based independent educational evaluations in the area of speech/language.

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

Michelle Hernandez, M.S., CCC-SLP. Clinical Educator. Michelle Hernandez is a doctoral student in the Department of Communication Sciences and Disorders at the University of Houston and clinical educator at the USLHC. Ms. Hernandez received her Bachelor's degree in Psychology from Stony Brook University in Stony Brook, NY and Master's degree in Speech-Language Pathology from SUNY Buffalo State in Buffalo, NY. She is an ASHA Board certified and Texas state licensed bilingual speech-language pathologist with 2 years experience in bilingual school-aged language disorders. Ms. Hernandez has experience in a variety of settings, including outpatient pediatrics, home health, and public schools. Her primary research interest areas include bilingual language development and language loss.

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

Katie Merrifield, M.S., CCC-SLP. Clinical Educator. Katie Merrifield received her undergraduate degree from the University of Texas at Austin and her Master's in Communication Disorders from the University of Texas at Dallas. She has worked in the public school system, private practice, pediatric outpatient rehabilitation, and in early childhood intervention. At UH, Ms. Merrifield serves as a Clinical Educator and currently supervises graduate students at the Magnolia Multi-Service Center. Her clinical interests include working with young children with autism and their families as well as treating dysphagia within the pediatric population. Ms. Merrifield holds certifications or trainings in the Hanen More Than Words program, PROMPT, Social Thinking, and the Beckman Oral-Motor protocol.

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

Allyson Schaff, SLPD, CCC-SLP, CPSP. Clinical Educator. Dr. Schaff is a clinical educator at the USLHC and an instructor at the undergraduate level. She has over 15 years of experience in school settings in Texas and in private practice overseas in Kuwait and in Perth, Western Australia. She received her Speech-Language Pathology Doctorate at Northwestern University and her research interests are in clinical education as well as speech sound disorders and their impact on literacy.

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

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

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

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

EMERITUS FACULTY

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

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

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

GRADUATE SCHOOL ADMISSION PROCESS

Admission to graduate school is a competitive process. There are generally more applicants than there are available positions. The COMD Department must maintain a small student-faculty ratio in order to maintain its accreditation by the Council on Academic Accreditation. We admit approximately 40 new graduate students each fall.

In order to be considered for admission to the graduate program by the COMD admissions committee, you must at least have a 3.0 in the last 60 hours of course work and in the major. ***Meeting these minimal requirements does not, however, guarantee admission into the program.***

The course work for the graduate program is very intensive. The goal of the Department of Communication Sciences and Disorders is to admit the most highly qualified candidates to the graduate program. Quantitative factors, such as grade point averages and GRE scores, as well as qualitative factors, such as letters of recommendation and a writing sample are all considered. Less tangible factors also contribute to admission decisions. These may include the potential 1) for communicating effectively and interacting constructively in a clinical and/or supervisory relationship and 2) for contributing to the profession of speech-language pathology.

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

COMD 2338 Phonetics
COMD 2339 Normal Language Development
COMD 2376 Anatomy and Physiology for Communication
COMD 3371 Speech Development and Disorders
COMD 3375 Language Disorders in Children
COMD 3381 Audiology
COMD 4333 Neuroscience for Communication Disorders
COMD 4385 Speech Science
COMD 4382 Aural Rehabilitation
COMD 4489 Clinical Procedures

As part of the standards for certification, the American Speech-Language Hearing Association also requires a minimum of 3 credits of statistics, biological science and physical science, and behavioral science.

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

Applicants with a bachelor's degree in a field other than Communication Disorders must complete the Post Baccalaureate (PB) Leveling Program and may apply for admittance to the graduate program only after completing at least one semester of the PB coursework.

ACADEMIC ADVISING

There are specific coordinators and advisors for each COMD program. Dr. Dunkelberger is the Undergraduate Coordinator and Ms. Jessica Zoll is the Undergraduate Advisor. Dr. Cizek is the Graduate Coordinator. Drs. Ross, Thiessen, Joshi, Mills, Daniels and Ivey are the graduate advisors. Dr. Ross is the Coordinator and Advisor for the Post Baccalaureate Leveling Program. All advisors will have set office hours which will be posted.

Post Baccalaureate leveling students are required to attend group advising meetings for initial information and orientation to the COMD programs and professions. Additional advising times are available by appointment. It is the obligation for every student to see an advisor at the beginning of the program.

STUDENT SUPPORT SERVICES

If you are a person with a disability and you need accommodations to perform successfully in the program, you are required to contact the Dart Center for Student Accessibility, (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 Dart Center for Student Accessibility.

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

The University of Houston offers many campus resources for other individual needs and/or personal interests. Information on Equal Opportunity Services, including Title IX, can be found at <http://www.uh.edu/equal-opportunity/>. The Cougar Cupboard is available for any student facing food insecurity. For more information follow this link: <https://uh.edu/dsaes/cougarcupboard/>. Please visit http://www.uh.edu/cdi/resources/campus_resources.html for a detailed list of several other student resources.

SOCIAL MEDIA POLICY

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

All students in ComD are expected to follow the University of Houston Social Media Policy, <https://uh.edu/marcom/guidelines-policies/social-media/>, especially sections 3 and 4 which were specifically designed for students. Additionally, per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Please see the full ComD HIPAA policy in the Clinic Handbook. Violation of HIPAA regulations may result in disciplinary action being taken by the University against the student. The Department of Communication Sciences and Disorders takes all violations of HIPAA regulations and the Social Media Policy seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand, to dismissal from the graduate program. As required by federal law, violations of HIPAA regulations will be documented permanently in the ComD HIPAA Violations Record Book.

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

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

- No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or supervisor responsible for the learning experience. Under no circumstances will a client be photographed without a signed photo release from that individual. Students and faculty should obtain verbal permission from friends or colleagues before posting on social media.
- Using social media for sharing of class material with anyone who is not enrolled in the course and sharing of academic assessment material (e.g. tests) without express permission from the

instructor is explicitly prohibited. In addition to a violation of the Social Media Policy, this is also a violation of the Academic Honesty Policy.

<http://publications.uh.edu/content.php?catoid=25&navoid=9055>

- Careful consideration should be given to any posting on social networks. Students create personal public images with these posts. However, they also represent the ComD department, the University of Houston, and the field of speech language pathology. Employers commonly review social media sites when considering new hires; thus, students should carefully consider what they contribute to their on-line profile, and that they may be held accountable for anything they post that reflects poorly on ComD or the University. The ASHA Code of Ethics Principle IV, Rule 4 states: Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
<https://www.asha.org/code-of-ethics/>
- Students should carefully consider the way they describe the program, academic/clinical assignments, and professional experiences. Future or current instructors, supervisors, peers, and co-workers may be reading posts. Respectfulness and professionalism are expected. Use of social media that results or could result in individual or group harm, physical or emotional (e.g. damage to an individual's personal or public reputation or harassment resulting in personal or public humiliation of others), will not be tolerated.

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

- First occurrence: Student receives a verbal and written warning which is placed in the student's file. There is a required meeting with the program director.
- Second occurrence: Student is placed on a professional behavior probation. This includes formulating and implementing an improvement plan, which will be interactive, include documentation of progress, and placed in the student's permanent file.
- Third occurrence: Student is dismissed from the ComD Post Bac Leveling Program.

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

COMPLAINT POLICY

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

- Students should take issues regarding grades and class policies to the course instructor 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 talking with the “offending person,” the student may appeal to the next higher level within the administrative structure. For academic issues that would be the Post Baccalaureate Leveling Program Coordinator. If the student is still not satisfied, the student may appeal to the Department Chair. If the issue continues to be unresolved, the student may file a formal grievance with the department. The details of the formal grievance process for the Department of Communication Sciences and Disorders can be found in Appendix B of this handbook. If the student is not satisfied with the outcome of the grievance process, the student may file a formal grievance with Dean of the College of Liberal Arts and Social Sciences (CLASS). Information on the CLASS formal grievance policy can be found on the CLASS website: http://www.class.uh.edu/advising_grad_gpolicy.html 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 related to the Standards of Accreditation should be made in writing to the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
 - Such complaints must meet the following criteria:
 - be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
 - relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
 - clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.
 - Procedures for filing a complaint with the CAA can be found at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm#complaint1>

POST BACCALAUREATE LEVELING PROGRAM

This program is designed for students who have earned a bachelor's degree in a field other than Communication Sciences and Disorders. The course work begins in the fall and continues in the spring and summer semesters consecutively. There are specific required courses. In addition to the COMD course work, the following course work is required by the American Speech-Language-Hearing Association: statistics, biological science, physical science, and psychology or sociology.

The Department of Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The program meets the standards established by the CAA. The courses that you take as a post baccalaureate leveling student contribute to your achieving the competencies required for certification. The standards for the Certificate of Clinical Competence are found at https://www.asha.org/certification/2020-slp-certification-standards/#1_Pathology-Certification-Standards/. The standards for accreditation of graduate education programs in audiology and speech-language pathology are found at <https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>.

Please be aware that you cannot practice as a speech-language pathologist assistant (SLP-A) or speech-language pathologist in Texas without a license. Licensure information is at <https://vo.licensing.tdlr.texas.gov/datamart/login.do>.

The purpose of the PB leveling program is to provide you with the prerequisite "leveling" classes to apply for graduate school. Admission to graduate school is highly competitive, and one of the critical requirements is a strong GPA, particularly in the classes in the major. Another important factor is performance on the Graduate Record Exam (GRE). Therefore we require that our PB leveling students demonstrate the potential for graduate work in their PB leveling program.

- 1) Students who receive a grade of less than B- will be dismissed from the program.
- 2) PB students will not be allowed to repeat a course in COMD.
- 3) Applicants are not considered for admission to the graduate program if their GPA in the major is less than 3.0, or if their GPA in the last 60 hours is less than 3.0.

PB students will not be allowed to repeat a course in COMD.

If you receive a grade of less than B-, you will be dismissed from the program.

The Post Baccalaureate Leveling Program is offered as a one-year or two-year program. There are no extensions to either of these programs. In other words, a one year program cannot become a two year program, and a two year program cannot be extended. Courses must be taken in the sequence listed on the PB curriculum. If you do not take the courses in sequence, or in the time allotted, you will be dismissed from the program.

All course content in the PB Leveling Program curriculum must be completed, whether it be in the PB Leveling Program curriculum or completed prior to beginning the program. Verification in the form of transcripts, course descriptions and/or syllabi may be requested.

DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS
UNIVERSITY of HOUSTON
POST BACCALAUREATE CURRICULUM

One Year Plan starting FALL

Semester 1 – Fall

COMD 2338 Phonetics
COMD 2339 Normal Language Development
COMD 2376 Anatomy and Physiology for Communication
COMD 3381 Audiology

Semester 2 – Spring

COMD 3371 Speech Development and Disorders
COMD 3375 Language Disorders in Children
COMD 4333 Neuroscience for Communication Disorders
COMD 4382 Aural Rehabilitation
COMD 4385 Speech Science

Semester 3 – Summer

COMD 4489 Clinical Procedures

American Speech-Language-Hearing Association Requirements:
Statistics
Biological science
Physical science
Social science

DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS
UNIVERSITY of HOUSTON
POST BACCALAUREATE CURRICULUM

Two Year Plan starting Fall

Semester 1 – Fall 1

COMD 2338 Phonetics
COMD 2339 Normal Language Development
COMD 2376 Anatomy and Physiology for Communication

Semester 2 – Spring 2

COMD 3371 Speech Development and Disorders
COMD 3375 Language Disorders in Children
COMD 4385 Speech Science

Semester 3 – Fall 2

COMD 3381 Audiology
COMD 4489 Clinical Procedures

Semester 4 – Spring 2

COMD 4382 Aural Rehabilitation
COMD 4333 Neuroscience for Communication Disorders

American Speech-Language-Hearing Association Requirements:

Statistics
Biological science
Physical science
Social science

Course Descriptions:

Required Courses:

2338: Phonetics COMD CORE

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

This course has no prerequisites.

2339: Normal Language Development COMD CORE

Cr. 3. (3-0). Normal acquisition of speech and language structure including dimensions of hearing from the period of infancy through early adolescence.

2376: Anatomy and Physiology for Communication COMD CORE

Cr. 3. (3-0). Structure and function of the neuromuscular systems involved in phonation, speech and respiration.

This course has no prerequisites.

2385: 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.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

3371: Phonological Disorders

Cr. 3.(3.0) Theories and research related to phonological development and disorders in pre-school children. General diagnostic and remedial approaches for children with phonological problems.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

3375: Language Disorders in Children

Cr. 3.(3.0) Theories and research related to language development and disorders in pre-school children. General diagnostic and remedial approaches for children with language-based problems.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

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.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

4333: Neurogenic Communication Disorders

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

Only students who have completed COMD 2376, 2385, and completion of or concurrent enrollment in 3380 (COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

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.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) and COMD 3381, or consent of the instructor, are eligible for this course.

4489: Clinical Procedures

Cr. 4. (4-0). Conceptual models and application strategies for clinical management.

This course requires completion of 22 hours of COMD Major classes.

Elective Courses:**COMD 2396: Selected Topics in COMD**

Cr. 3. (3-0). Prerequisites: COMD major and consent of department chair. Exploration of specific interests such as bilingual speech and language development, language science, and research in communication sciences and disorders.

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). The undergraduate research seminar introduces students to scientific inquiry in communication sciences and disorders. The course also provides hands-on research experience and demystifies the process of scientific inquiry. Students will be engaged in the discovery process by actively collaborating on actual research projects. Selected topics will be chosen from communication sciences and disorders.

This course requires permission from the department chair as a prerequisite.

COMD 3399;COMD 4399 Senior Honors Thesis in Communication Disorders

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

COMD 4398: Special Problems in Communication Sciences and Disorders

Cr. 3. (3-0). senior standing, COMD major and consent of department chair. 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.

COMD 4399: Senior Honors Thesis in Communication Disorders

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

WITHDRAWAL FROM PROGRAM

Upon beginning the program, continuous enrollment is expected for the fall, spring and summer semesters until the program is completed. (Exception: Two-Year Plan students who will not enroll during the first summer.) Leaves from the program for medical or other exceptional reasons must be submitted in writing to the Post Baccalaureate Leveling Program Coordinator and approved by the faculty and the college. Requests are considered on an individual basis. Students who receive medical withdrawals must provide medical documentation indicating they are able to return, and obtain permission from their college Dean to enroll again at the University of Houston.

PETITIONING FOR REINSTATEMENT

If a student is dismissed from the Post Baccalaureate Leveling Program, (s)he has the right to petition the faculty to reverse the decision. A written petition must be submitted to the faculty within approximately three weeks of the initial notice (a specific deadline will be given in the dismissal letter, so that a decision may be made prior to the beginning of the subsequent semester). Ideally, the petition should contain the following: the student's view of what led to his/her poor performance, a request to be re-admitted to the program, and what changes the student will make to improve performance.

The petition will be discussed and voted on by a majority of the faculty. Each petition is considered individually. Conditions for reinstatement, if approved by the faculty, will be determined on an individual basis. The student will be informed of the faculty's decision in a written letter. If the student is not satisfied with the decision, (s)he may file a formal grievance, following the procedures described in Appendix B.

FERPA

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. FERPA restricts faculty and staff from the releasing student information to parents. This information often surprises parents since they are paying college tuition. If you would like to allow your parents access to your records refer to the following link:

<http://publications.uh.edu/index.php>

DROPPING COURSES

The University policies concerning dropped courses are as follows:

- The last day to drop or withdraw from a course without receiving a grade is before the Official Reporting Day (ORD). Please see the academic calendar for the exact date.
<http://publications.uh.edu/index.php>

- 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, <http://publications.uh.edu/index.php>

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

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

<http://publications.uh.edu/index.php>

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

PB students will not be allowed to repeat a course in COMD.

PROFESSIONAL ORGANIZATIONS

ComD ALUMNI NETWORK

The Communication Disorders Alumni Network (ComDAN) was created to fund scholarships; promote networking among alumni; provide continuing education opportunities; and to support the program, its faculty and students. All graduates, former students and friends of the ComD Program are eligible for membership. For more information, contact the Houston Alumni Organization at 713 743-9548.

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. It will be discussed in several of your classes. Please read it. www.asha.org

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

The National Student Speech-Language-Hearing Association is affiliated with ASHA. There is a National NSSLHA chapter, as well as local, university-based chapters. At the University of Houston, there is a local chapter which is very active. It is an excellent way to learn about professional issues and have fun, too. Students are encouraged to participate in this association. Activities that UH NSSLHA has sponsored include: providing opportunities to visit professional work settings, presenting lectures from professionals in the community, and raising funds for tests for the clinic and scholarships for clients in the clinic and the students. One advantage to membership is reduced ASHA certification fees if you have been a National NSSLHA member for 2 consecutive years prior to applying for ASHA certification. Additionally, as a National NSSLHA member, you are able to access all member-only areas of the ASHA website, which includes on-line access to all ASHA journals. To get the most out of these benefits, students are strongly encouraged to join the National chapter early in their program, as there can be some delays in account activation.

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. www.txsha.org

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. www.hacd.org

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 online catalogue at:
<http://publications.uh.edu/content.php?catoid=8&navoid=1352>, 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 of Houston 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 and/or possessing “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;

Fabrication, 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;
- 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.

**APPENDIX B
GRIEVANCE POLICY**

**DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS
Grievance Policy**

UH ComD uses the definition provided in the CLASS Grievance policy

<http://www.uh.edu/class/students/graduate/academics-planning/policies-procedures/>:

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 nonacademic status. Cases involving prejudicial treatment of any of the categories listed above will be referred to the UH Office of Equal Opportunity Services [\[https://uh.edu/equal-opportunity/about-eos/index.php\]](https://uh.edu/equal-opportunity/about-eos/index.php). Department procedures will be put on hold until a report from EOS has been received. The time elapsed for the EOS investigation will not be counted toward any departmental deadlines described below.

All issues must first be addressed through the ComD complaint policy. If the issue is not resolved and it fits the above definition of an academic grievance, the aggrieved student may submit a formal grievance to the Chair of the department involved (or the college officer designated by the Dean if the Department Chair is the focus of the grievance) within 10 days of the conclusion of the complaint procedures.

Definitions:

- Grievant: the student making the grievance
- Respondent: the person about whom the grievance was made
- Panel Chair: the faculty member appointed to lead the grievance hearing Working days: Monday through Friday, excluding university holidays such as spring break or breaks in between fall-spring, spring-summer, or summer-fall terms

NOTE: Timelines may be altered during the summer term as described below in Special Consideration During Summer Months

The following procedures will be used concerning a grievance:

- All communication will occur via uh.edu email addresses per the University policies.
- The Department Chair will be responsible for receiving and reviewing the formal grievance, selecting members of the panel and appointing a Panel Chair. If the Department Chair is named in the grievance, the Vice Chair will take over these responsibilities. If both the Department Chair and the Vice Chair are named in the grievance, a full-time associate or full professor who is not named in the grievance will be appointed by the Department Chair to serve as the Panel Chair and to initiate the proceedings.

- For grievances against a departmental decision in which a specific person is not named, the Department Chair and appropriate Program Director will serve as respondents.
- The Grievance panel will include:
 - 3 full-time ComD faculty members (one of whom will serve as Panel Chair)
 - 1 UH faculty member from outside ComD
 - 1 UH student from outside the department at the same level as the grievant (e.g., undergraduate, graduate)
- As stated in the CLASS policy, a student with a justifiable grievance that can be substantiated should initiate academic grievance proceedings as soon as possible after the action in dispute occurs and procedures in the complaint policy have been followed.
- In filing the formal grievance, the grievant must state 1) the specific issue being grieved 2) when they discovered the issue being grieved, 3) a summary of the complaint process the student completed, and 4) what the desired resolution would be.
- The formal grievance must also contain evidence to support the grievance.
 - The Panel Chair will review the formal grievance. If any of the above is not present in the formal grievance, the Panel Chair will inform the grievant of the missing information and allow 2 working days for the grievant to provide the missing information or the grievance will be dismissed.
 - After filing the formal grievance, additional evidence may be submitted ONLY if it meets ALL 3 of the following criteria:
 - the new information was discovered after the submission of the formal grievance
 - it provides novel information that is qualitatively different from what had already been submitted in the formal grievance, AND
 - it has potentially significant implications for the proceedings.
 - Such evidence must be submitted to the Panel Chair no later than 2 working days prior to the hearing, in the form of a 300-word (maximum) addendum.
- Upon receipt of the formal grievance, the Panel Chair will
 - inform the respondent(s) and provide them with a confidential copy of the formal grievance.
 - select the Grievance Panel
- The respondent(s) will have 10 working days to produce a written response to the grievance and submit it to the Panel Chair. Deaf faculty named in the grievance have the option to provide a video response in ASL with simultaneous interpreting into spoken English (voice over) as there is no written form of ASL.
- The grievant will receive a copy of the response composed by the respondent(s) within 5 working days after the Panel Chair's receipt of said response.

A hearing will be scheduled within a maximum of six weeks of receipt of the response to the formal grievance. The Panel Chair will work with the Panel to arrange a date, time and place for the hearing and will inform all parties at least 5 working days prior to the date of the hearing.

The Panel Chair will:

- Provide the formal grievance (including all submitted evidence) and the written response to all members of the grievance panel a minimum of 5 working days prior to the hearing.
- Provide the rules for the hearing (e.g., how much time each party will have to speak) and the names of the members of the grievance hearing panel to all participants (grievant, respondent, and panel) a minimum of 5 working days prior to the hearing.

The grievant may invite an advocate to accompany them. If the grievant chooses to invite legal counsel as the advocate, the grievant must inform the Panel Chair within 10 working days after receipt of the written response. The hearing may be postponed up to 10 working days to allow the respondent time to obtain University legal counsel.

The following hearing guidelines will be in effect:

- The grievant, an advocate (if desired), the respondent, and the full panel will be present at the hearing.
- The grievant, the advocate, and the respondent may speak at the hearing. These parties will present their cases directly to the panel. Discussion between the grievant/advocate, and the respondent is prohibited.
- Only the panel members will be allowed to ask questions of the grievant and the respondent.
- The hearing will be based on the original formal grievance, the response provided by the respondent, and any new evidence introduced prior to the meeting if admitted per the rules described above.
- Recording of the hearings is allowed only by the Panel Chair to be used by the panel in their deliberation and writing their report. The Panel Chair will determine if the hearing will be recorded and will announce it to all parties at the beginning of the hearing. The recording will be destroyed upon submission of the written report.

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 respondent(s) will be excused and the panel will discuss the findings. The panel's discussion will not be recorded unless agreed upon by the panel. Recording will be solely for the use of the panel in their deliberations and report writing and will be destroyed upon submission of the written report.

The outcome of the grievance process will be a written report from the panel which articulates, at a minimum, a brief summary of the allegations made and the respondent's rebuttal, the findings of the panel (i.e., the panel's judgment of the facts), and the recommendations of the panel. The recommendations must address the specific issues and resolutions provided by the grievant. The report will be completed within 7 working days after the hearing has been conducted. The decision will be sent to the grievant, the respondent, and the Department Chair.

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

UNDERGRADUATE

[http://publications.uh.edu/content.php?catoid=25&navoid=8962#Academic Grievance Policy](http://publications.uh.edu/content.php?catoid=25&navoid=8962#Academic+Grievance+Policy)

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, UH has prepared general information on financial aid at: <http://www.uh.edu/financial/undergraduate/forms/index.php>.

Helpful Hints

The process of applying for financial aid can be confusing and time consuming, especially for the first-time applicant. 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.h-net.org>

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

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

1. **Fastweb** (free scholarship searches): www.demo.studentservices.com/fastweb/
A searchable database of more than 180,000 private sector scholarships and grants.
2. **The Financial Aid Information Page:** www.finaid.org/
Comprehensive information about sources of student financial aid.
3. **Foundations On-Line:** www.foundations.org/
4. **Scholarship and Fellowship Databases:** <http://www.finaid.org/scholarships/>

Links to many scholarship databases.

5. **Student Guide:** <http://www2.ed.gov/fund/landing.jhtml>

The Department of Education's guide to all major federal aid programs.

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

1. **Texas Guaranteed Student Loan Corporation:** <http://www.tgslc.org/students/>
3. **The Scholarship Database:** <http://www.aie.org>
The Web's most comprehensive, up-to-date, no fee, searchable database of student financial aid.
4. **Texas Higher Education Coordinating Board WebSite:** www.thecb.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.

Funding for Minority Students

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

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

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

Additional Useful Internet Resources

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

APPENDIX D
ELIGIBILITY REQUIREMENTS AND ESSENTIAL FUNCTIONS

*Adapted from a draft document of the
Council of Academic Programs in Communication Sciences and Disorders (2007)*

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

COMMUNICATION

A student must possess adequate communication skills to:

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

MOTOR

A student must possess adequate motor skills to:

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

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*

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

SENSORY/OBSERVATIONAL

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

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

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

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