



COLLEGE of LIBERAL ARTS & SOCIAL SCIENCES
Communication Sciences & Disorders

Master's Program Student Handbook

2022-2023

Department of Communication Sciences and Disorders
Melcher Life Sciences
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Section I: Introduction and Overview of COMD Master's Program

Letter from the Department Chair

Welcome to the UH COMD Master's Program!

Each of you was admitted to this program not only for your academic preparation and strong potential to succeed, but also for what you will bring to the program. The collective diversity of your backgrounds, ideas, experiences, skills, and goals contributes to our academic and clinical missions.

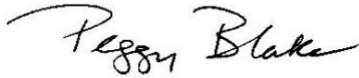
Under normal circumstances, graduate school is not for the faint of heart. It takes a lot of time and energy; some weeks will be a breeze and others may feel like you've reached your breaking point. Within the next 2-3 years you will provide services to many clients, work with many different clinical educators, and learn from a variety of professors. Each experience will provide you with different knowledge or skills, all of which you will use at one point or another in your career as an SLP (even if it doesn't feel like it at the time). Some of the experiences will teach you how to work with people that don't think the way that you do, or whose personality clashes with yours. Finding ways to work with and learn from these individuals may be some of the most important lessons you learn in graduate school.

I encourage you to actively learn as much from your graduate program as you can. For many people, graduate school is the last good opportunity to soak in knowledge and to spend most of your day learning. On those days that are the most difficult, remember this!

As much as we'd like to be, we still are not in "normal" circumstances. As a country, a state, a city, a university & a department, we are still in a serious pandemic with changing conditions and are faced with challenging social issues. We are in this together and we are here to help and support each other as we all make our way forward. Despite the external challenges, we are confident that you will receive the same high-quality education and clinical training that have become our standard.

UH COMD, along with the College of Liberal Arts and Social Sciences assert that racism, discrimination, classism, xenophobia, sexism, homophobia, transphobia, and other weapons of divisive hate have no place on college campuses or in civil society, domestic or abroad. We are engaged in continuing conversations to identify, understand, and address these issues in COMD and in the professions of speech-language pathology and audiology. We provide opportunities for you to be part of this conversation so you can help us to mold COMD into a place that is not only diverse but also inclusive and inviting to students, staff, faculty, and clients from all different backgrounds and walks of life.

The purpose of this handbook is to provide information about the department and the requirements for your program. It includes essential information that you will need during your course of study, and it is important that you review these materials carefully, including the appendices. This handbook will be augmented by other information from the clinic in the Clinic Handbook, the Externship Handbook, your academic advisor, and the UH graduate catalogue [<http://publications.uh.edu/>]. It is your responsibility to know the relevant department and university policies/procedures, and to ask for help and guidance as needed. We are looking forward to guiding you in your academic and professional development.



Margaret (Peggy) Blake, PhD CCC-SLP
Professor & Chair

Letter from the Master's Program Director

Dear UH COMD Master's Student,

Thank you for choosing us! It is with great honor and pride that I welcome you to the University of Houston's COMD Master's Program. I am pleased to be the director of your program and a part of your journey to become a speech-language pathologist.

I am a UH COMD alum and I confirm that as a graduate student, you are an important part of our department, the university, and the community. Our faculty, staff, and clinical educators are ready to support your academic success, professional development, and personal well-being. By fostering a spirit of collaboration, cooperation, and inclusion, we will strengthen your desire to learn new skills and contribute positively to the profession.

We will also face challenges together because of structural racism and a global pandemic. We will be required to be innovative leaders, creative thinkers, and work collaboratively. Your voice matters as we solve problems and make necessary improvements. I look forward to the transformations.

Your journey as a graduate student will be like none other. Because of your diverse background and interests, some parts of the program will be easy, and some parts will be hard. During the easier parts, please help others that may be struggling. Explain a concept in your own words, help them gather supplies for a session, or share a healthy meal. This program is not intended to be done without support. During the harder parts of the program, reach out for help and guidance from professors, clinical educators, advisors, graduate assistants, peers, and professional counselors. Again, this program is not intended to be done alone and we have a strong support system to assist you on the way.

I want to share some important points that are central to your graduate student experience:

1. We are here for you and eager to help! We value your participation in classes and clinics. You will have stimulating dialogues with your peers (i.e., your future professional community) and you will get to know the strengths and weaknesses of your instructors and educators. You will notice our inclusion of multiple viewpoints as we encourage you to express yourself and your ideas. You will also see our continuous improvements because of your feedback.
2. It will be imperative that you increase your level of personal responsibility even above that which allowed you to successfully achieve your bachelor's degree. Memorizing the content will not be enough. You will need to know the concepts to apply didactic information to clinical interactions. You will expand your critical thinking into clinical thinking. Your future clients will depend on your ability to do this to protect their welfare.
3. Our faculty are committed to intellectual excellence, and we are equipped to share valuable knowledge and skills. If you have a passion and want to learn more than the introductory level for an area, we will support your desire with a thesis or a specialty concentration.
4. In addition to the exceptional academic resources, we will also encourage you to explore wellness resources where you'll find other students, faculty, and staff offering many kinds of support. We also encourage you to venture off-campus and enjoy Houston's wide-ranging activities and diversity.

I am confident that you will find this a truly exciting place to pursue your studies in communication sciences and disorders.



Laura Cizek, EdD, CCC-SLP
Clinical Associate Professor and Master's Program Director

COMD Mission Statement

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

Program Goals

Goal 1: Teaching

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

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

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

Graduates of the program will be prepared to pursue a terminal degree in Communication Sciences and Disorders or a related field.

Goal 2: Scholarship

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

Goal 3: Service

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

The University of Houston is accredited by the Southern Association of Colleges and Schools (SACS), and the UH graduate program in COMD is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The standards for accreditation can be found at: <https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>.

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/>.

COMD Faculty, Staff, and Clinical Educators

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 has taught 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. She has research funding from the NIH/NIDCD.

Chereece 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's 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., 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 & Graduate Program Director. 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, particularly 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. Dr. Dial received a Ph.D. in psychology from Rice University in 2016 and a B.S. in psychology from the University of Houston in 2010. From 2016-2021, she completed a postdoctoral fellowship in Speech, Language, and Hearing Sciences at The University of Texas at Austin. Her primary research interests are in the cognitive and neural processes supporting speech perception and language comprehension, with a focus on how

these processes are impacted in stroke-induced and primary progressive aphasia. Outside of work, Professor Dial loves to watch cartoons, go camping, run, bike, listen to and play music, read, and spend time with her friends, family, dogs, and cats.

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, SLPD. Clinical Assistant Professor. Dr. Ermgodts received her master's degree from the University of Houston and her doctorate degree from the University of Kansas – Medical Center. She has experience teaching in a range of areas including clinical methods, counseling, global healthcare ethics, and professional issues in speech-language pathology. Currently, Dr. Ermgodts is teaching Clinical Procedures in the undergraduate program. Dr. Ermgodts' academic and clinical interests focus on clinical supervision and development of community programs as well as speech, voice, and fluency disorders in adults.

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. Dr. Joshi received her doctorate from the University of Kentucky and examined the 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. Her work is funded by the NIH/NIDCD. She teaches undergraduate and graduate courses in anatomy and physiology, speech science, motor speech disorders, and voice disorders.

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's 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.

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

Zuleyma Reyes, is the Program Coordinator for the Department of Communication Sciences and Disorders Master's Program. She manages the day-to-day of the Master's Program and assists prospective and current students. Ms. Reyes is also the department's social media liaison.

Byron Ross, Ph.D., CCC-SLP. Instructional Associate Professor & Post-Baccalaureate Leveling Program Coordinator. 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.

Camille Wynn, Ph.D., CCC-SLP. Dr. Wynn earned her BS, MS, and PhD from Utah State University. Her research focuses on conversational coordination strategies in adolescents with and without communication disorders. She teaches the graduate Motor Speech course.

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 statewide 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.

Mandy Chapman, M.A., CCC-SLP. Clinical Educator. Ms. Chapman earned her undergraduate degrees in Child Development and Speech Pathology from the University of Texas at Dallas. She earned her master's degree in Communication Sciences and Disorders from the University of Houston. Her specialties include adolescents with autism, language, and literacy disorders, culturally and linguistically diverse populations, and AAC.

Tina Degge, M.A., CCC-SLP. Clinical Educator. Ms. Degge has worked in the public school system, private practice, pediatric outpatient rehabilitation, and owns a therapy staffing company. At the University of Houston, Mrs. Degge serves as a Clinical Educator and supervises graduate students at the Magnolia Multi-Service Center. Her clinical interests include working with the bilingual population.

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.

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 Master 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.

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 speech/language.

Shannon Jacobson, M.S., CCC-SLP. Clinical Educator. Ms. Jacobson graduated from the University of Texas with a Bachelor of Science in Communication Sciences and Disorders and earned a Master of Science in Speech-Language Pathology from the University of Washington. She has worked in a variety of medical settings across the continuum of care, including hospitals, inpatient rehabilitation, and outpatient facilities, providing evaluation and treatment to adults with complex medical needs, including stroke, traumatic brain injury, tracheostomy, vent dependence, head and neck cancer, transplants, and neurodegenerative diseases. Her primary areas of interests include dysphagia, total laryngectomy, aphasia, and acquired apraxia of speech.

Katia Kazhuro, M.A., CCC-SLP. Clinical Educator. Ms. Kazhuro received her Bachelors and Master of Arts in Communication Sciences and Disorders at the University of Houston. She provides clinical supervision and instruction to graduate students treating adults with aphasia as well cognitive-linguistic deficits resulting from other neurological events, such as TBI, brain cancer, etc. Ms. Kazhuro is a full-time doctoral student at Rice University in the Fischer-Baum Lab. Her primary research interests include processes that underlie language production deficits in people with aphasia, particularly, to inform accurate assessment and effective treatment.

Allyson Schaff, SLPD, CCC-SLP, CPSP. Clinical Educator. Dr. Schaff is a tele-practice clinical educator at the USLHC. She has over 15 years of experience in school settings in the USA 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.

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 Cypress.

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.

Donna Fox, Ph.D. CCC-SLP. Professor Emeritus. After 30 years of teaching at the University of Houston, Dr. Fox retired to spend time training and showing her champion poodles. Following retirement, she continued providing care to children with cleft palates and their families at the Texas Medical Center as part of a team of professionals who took yearly trips to Central and South America to provide surgical interventions for children with clefts.

Contact Information

The Department of Communication Sciences and Disorders and the University Speech-Language-Hearing Clinic are in the Melcher Life Sciences Building on the University of Houston Main Campus.

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University Speech-Language-Hearing Clinic: A United Way agency
Melcher Life Sciences
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Fax: 713.743.2926
E-mail: USLHC@uh.edu

Parking permits are required for parking in the lot directly in front of Melcher Life Sciences. Visitor parking is available in the Stadium Garage across the street. Emergency procedures for the department and clinic are described in [Appendix D](#).

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 releasing student information to parents. This information often surprises parents since they frequently pay college tuition. Any student wishing to allow parents access to records should refer to the following link: <http://www.uh.edu/legal-affairs/general-counsel/ferpa/index.php>.

Section II: Student Supports

Departmental Scholarships and Traineeships

There are several scholarships and traineeships available in COMD. Most are awarded at admission; however, several opportunities open at other times during the program. Further information regarding financial aid is available in [Appendix C](#).

The Beck Endowed Fellowship

This fellowship honors Drs. Jack and Tina Bangs. Six recipients are identified each year. These recipients commit to work a minimum of 10 hours a week for 6-months (May-Oct or Nov-April) at a local community clinic under the supervision of a UH clinical educator. Reappointment can be made one time. Second year graduate students awarded a Beck Fellowship during a registered extern placement term (COMD 7392) may count the experience as PART of the externship experience and will have additional clinic/extern assignment(s).

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

Eligibility: Applicants must have completed at least one term of clinic at the UH Speech-Language-Hearing Clinic.

Fellowship amount: Stipends are paid at the beginning and end of semester and varies by weeks worked.

Responsibilities: Recipient works 10 hours/week for 6 months in a local community clinic. This placement may fulfill the requirement for an externship when enrolled in COMD 7392.

Application deadline: April and October of each year. Application consists of a letter of interest and resume. Selected individuals will be interviewed for the position.

Award date: January and July of each year.

The Margaret C. Crabtree Scholarship

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

Eligibility: Students who successfully complete the first term of the graduate program and express desire to work in the public schools after graduation.

Award amount: \$500 minimum

Application deadline: Application and letter of intent are due around December 1. Go to the TSHFoundation website for more details.

<http://www.tshfoundation.org/page/tsh-foundation-scholarship-awards>

Award Date & Announcement: The winner receives notice in January/February. The award is given and formally announced at the TSHF banquet at the TSHA Annual Convention (www.txsha.org) in the spring.

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

Academic & clinical excellence

Educational & community achievements

Interest in working in public schools

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

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

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

Eligibility: All students in the COMD Master's program

Award amount: Generally, \$1000

Application deadline: Fall

Award Date & Announcement: The award is given and formally announced at the TSHF banquet at the TSHA Annual Convention (www.txsha.org) in the spring. The recipient is also honored at the HACD Awards banquet in May.

Criteria for selecting the scholarship recipient shall include, but is not limited to the following: letters of recommendation, academic excellence, written statement of professional goals and how award will further academic & professional interest, interview with the HACD Scholarship Committee. Go to www.HACD.org for specific details and deadlines.

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

Mary Curl Outstanding Graduate Student Clinician Award

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

Eligibility: All graduate students in COMD

Award amount: \$500

Application deadline: no application required

Award date: Award is given at the COMD graduation reception in May

Selection: UH Clinical Educators in the Communication Sciences and Disorders Department make recommendations to the scholarship committee based on the student's diagnostic work, therapy planning and implementation, and related abilities. The scholarship committee makes the final decision on the award recipient based on the recommendations.

Genevieve Arnold Scholarship

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

Eligibility: Students enrolled in the COMD graduate program

Award amount: up to \$2000

Application deadline: March

Award date: August of 2nd or 3rd year in graduate program.

Criteria for selecting the scholarship recipient shall include, but is not limited to the following: Good academic & clinical standing demonstrated need. Priority is given to part-time students.

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

The University of Houston Communication Disorders Alumni Association Scholarship

This scholarship is funded by the Communication Disorders Alumni Association. The award is granted to a current graduate student in good standing.

Eligibility: COMD graduate students.

Award amount: \$500

Application deadline: October

Award date: January

Assistantships

Students who are accepted into the graduate program will receive an application for assistantships as a part of their departmental information packet. These applications are to be returned to the department. Interviews may be required for some assistantship positions. Unless otherwise specified, positions are for 1 term. A second round of applications will happen in November for spring assistantships.

Academic Teaching Assistants

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

Graduate Assistants

At least three second year (FT) or third year (PT) graduate students are selected to serve as assistants in the clinic. Students are selected based on their clinical performance. Graduate assistants provide support to their cohort and the incoming cohort in addition to providing departmental and clinical support. The stipend is \$10/hour. Time commitment varies, with a maximum of 10 hours per week.

Research Assistants

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

Support Services

Accessibility

Any student with a disability and who needs accommodations to perform successfully in the program, is required to contact the Justin Dart, Jr. Student Ability Center, (713) 743-5400; 713-749-1527 (TDD); 713-743-5396 (Fax); or JDcenter@central.uh.edu (email). The center will evaluate each student and identify their needs. Appropriate documentation related to accommodations must be given to each instructor at the beginning of each term for which accommodations are requested. Accommodations are negotiated between the person making the request, the instructor, and the Dart Center. [Student Accessibility Center - University of Houston \(uh.edu\)](http://www.uh.edu/student-accessibility-center). Accommodations will not be provided to students by instructors without documentation from the Dart Center.

Counseling and Psychological Services (CAPS)

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/>.

Library Printing Information

UH Main Campus students, faculty, and staff receive a \$7.50 printing credit on their Cougar Card FLEX account at the start of every term. Printing black & white pages is \$0.015 for single-sided and \$0.03 for double-sided. Color printing is \$0.10 for single-sided, and \$0.20 for double-sided. Funds are automatically taken from the term print credit balance. Additional funds may be added to the FLEX account online through AccessUH Cougar Card service. For more information, please ask the Service Desk. Here is more information about library printing, including printing from your own device: [Print & Scan | University of Houston Libraries \(uh.edu\)](#).

Equal Opportunity Services

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/>.

Ombuds Services

The Ombudsperson provides a safe setting for graduate and professional students to confidentially raise and discuss their concerns about workplace and academic issues, interpersonal difficulties and to receive assistance in identifying options for resolving the conflicts and concerns. The Ombudsperson operates independently, listens without judgement, remains neutral, provides an impartial perspective, and holds all conversations and information confidential except when there is imminent risk of serious harm. The Ombudsperson serves as a thinking partner and a bridge between problems and options for the resolution of concerns and conflicts. The graduate/professional student is the ultimate decision-maker for the path of resolution. More details can be found on this webpage: <https://uh.edu/graduate-school/ombuds-services/>.

Wellness

UH Wellness is here to support you in all your health and well-being needs. We cultivate a community of care to promote and enrich the health and well-being of our students to become successful scholars and engaged global citizens. More information can be found at <https://uh.edu/wellness/>.

Cougar Cupboard

The Cougar Cupboard is available for any student facing food insecurity. For more information follow this link: <https://uh.edu/dsaes/cougarcupboard/>.

Other Student Resources

Please visit: <https://uh.edu/dsaes/resources/students/index.php> for a detailed list of several other student resources.

Feminine products are available free to students in the Grad Student workroom.

Section III: Policies

English Proficiency

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

According to the American Speech-Language-Hearing Association, a high level of language proficiency is critical for clinical work as a certified speech-language pathologist. The primary language of instruction at UH and the primary language of ASHA, our certifying body, is English. Thus, students are expected to have a high level of English proficiency. Satisfactory performance on the TOEFL does not, in and of itself, imply that one can meet this minimum standard. The department must have evidence that you are able to demonstrate effective and appropriate academic and professional interactions in English with clients, caregivers, and other professionals to verify certification standards (see ASHA standard below). According to the COMD English Proficiency Policy, assistance in enhancing English proficiency, including accent modification training, will be offered. However, you may be dismissed from COMD if you are unable to meet certification standards by the completion of your program. If you have any questions in this regard, you can contact the Department of Communication Sciences and Disorders (713-743-2897) to request more information and an interview to help determine the recommended resources and assistance.

ASHA 2020 Standards and implementation procedures for the Certificate of Clinical Competence Standard V-A:

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

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

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on [students and professionals who speak English with accents and nonstandard dialects](#). In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English. Retrieved from: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

ASHA Position Statement

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

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

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

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 postings, photos, or recordings are allowed during class or clinical experiences except when approved by the faculty member or clinical educator 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 class material with anyone who is not enrolled in the course and sharing academic assessment material (e.g., tests, quizzes) 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 D 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, clinical educators, 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 graduate 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 MA program.

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

Complaint Policy

Complainants are expected to file complaints at the appropriate level so that all due process procedures may be followed. It is important to begin with the source of the complaint so that they can have the opportunity to rectify the situation or to provide an explanation or rationale.

Students should take issues regarding grades and class policies/procedures to the course instructor. For clinical placements the supervisor or Clinical Educator is considered the instructor. If the student is not satisfied after talking with the source, the student may schedule a meeting with the next higher level within the administrative structure as described here:

Graduate MA program: Instructor then Program Director, then Department Chair. Students may use their advisor to help navigate process

On-campus Clinic: CE, then Clinic Director, then Department Chair

Externship: Supervisor, then Extern Coordinator, then Clinic Director, then Department Chair

Complaints or concerns about a program or curriculum should be directed to the Director of that program. If the student is not satisfied after talking to a Director, they should schedule a meeting with the Department Chair.

Concerns or complaints about a department employee or student should be directed to the Department Chair. Concerns or issues related to discrimination must be reported to the UH office of Equal Opportunity Services (see details below).

Complaints about the MA program related to the Standards of Accreditation should be made in writing to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

Such complaints must meet the following criteria:

- be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
- relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
- clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.

Procedures for filing a complaint with the CAA can be found at:

<https://caa.asha.org/programs/complaints/>

Questions and/or requests for information about accreditation or the CAA can be directed to:

The Council on Academic Accreditation in
Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
accreditation@asha.org
800-498-2071

The Office of Equal Opportunity Services is charged with the processing of all inquiries and complaints concerning discrimination based on race, color, sex, religion, national origin, sexual orientation, gender identity and expression, age, disability, genetic information, and/or veteran status. Concerns or complaints involving any of these will be forwarded to EOS. Any ongoing department procedures will be put on hold until a report from EOS has been received.

A student, staff, or faculty may inquire with Equal Opportunity Services to ask for advice, seek counseling, and/or file a formal complaint.

No person inquiring/filing a complaint will be subject to retaliation.

A full description of the complaint procedure can be found at the EOS website:

<https://uh.edu/equal-opportunity/about-eos/index.php>

If any issue continues to be unresolved after meeting with the appropriate levels, including the Department Chair, the student may file a formal grievance with the department.

COMD uses the CLASS definition for grievances: An academic grievance refers to an action taken against a student by a member of the faculty (including part-time instructors and teaching assistants), staff, or administration that either violates a university, college, or department academic policy or procedure or prejudicially treats the student based on race, color, national origin, religion, sex, age, handicap, veteran status, or any other nonacademic status. Because assigning a grade or evaluating a student's work performance involves the faculty's professional judgment and is an integral part of the faculty's teaching responsibilities, disagreement with an instructor concerning a grade or evaluation *per se* is not a justifiable grievance to be considered under this policy unless factors such as those mentioned in the previous paragraph can be shown to have affected that grade or evaluation.

The details of the formal grievance process for the Department of Communication Sciences and Disorders are in [Appendix A](#) of this handbook

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

Section IV: Program Requirements

Prerequisite Courses and Requirements for the Master's Program

Successful completion of the graduate program requires satisfactory acquisition of the knowledge and skills set forth by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. To meet these standards necessitates the 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 completed prior to the beginning of the graduate program:

COMD 2338 Phonetics
COMD 2339 Language Development
COMD 2376 Anatomy & Physiology for Communication
COMD 3381 Fundamentals of Audiology
COMD 3383 Language Disorders in Children -or- COMD 3371 Speech Dev. & Disorders ...
COMD 4385 Speech Science
COMD 4382 Aural Rehabilitation
COMD 4489 Clinical Procedures

As part of the standards for certification, ASHA also requires coursework in statistics, biological science, physical science (chemistry or physics required), and behavioral science.

Prior to beginning clinical assignments, incoming graduate students must obtain 25 hours of guided observation under the direction of an ASHA certified speech-language pathologist. All guided observations after January 1, 2020 must be with a clinician who has completed the requisite training in supervision.

Incoming students must complete a self-screener to identify possible speech and hearing disorders, difficulties, or differences prior to the start of clinic.

Incoming student must also review and sign an eligibility requirements and essential functions form. 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 master's program through coursework and clinical experience; however, there are skills that are more inherent and should be present when a student begins the program. A copy of the eligibility requirements and essential functions is in [Appendix G](#).

Petitioning for Graduate Credit

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

Any incoming student wishing to transfer graduate credit will follow the procedure outlined by the Graduate School in the [Transfer Credit policy](#).

Academic Advising

There are specific directors, coordinators, and advisors for each of our programs.

Dr. Ermgodts	undergraduate program director
Dr. Ross	post baccalaureate (PB) program director
Ms. Zoll	undergraduate and PB advisor
Dr. Cizek	master's program director
Ms. Reyes	master's program coordinator
Dr. Ivey	advisor for MA full-time students
Dr. Maher	advisor for MA full-time students
Dr. Thiessen	advisor for MA full-time students
Dr. Wynn	advisor for MA full-time students
Dr. Blake	advisor for MA full-time students
Dr. Daniels	advisor for MA part-time students
Dr. Joshi	PhD program director
Ms. Nino-Kehr	PhD program coordinator

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

Prior to their first term graduate students are required to attend a small group advising meeting with their advisor to obtain initial information regarding the COMD program. This usually occurs during orientation. Going forward, at least once each term there will be mandatory individual or group advising meetings. It is the obligation of every graduate student to attend advising meetings.

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

Documentation of advising meetings is required. Individual advising records will be housed in the students' permanent file. Students may request to see their advising record at any time.

In addition to advising, to facilitate awareness and monitor accuracy of documented progress through the graduate program, graduate students are expected to monitor their individual profiles via the Clinical Assessment of Learning, Inventory of Performance and Streamlined Office- Operations (CALIPSO), a web-based on-line tracking program designed for this purpose.

Degree Requirements

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

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

Part-time students take 12 required content courses (total of 31 credits) and one elective content course (total three credits). Clinic loads for part-time students do not increase as rapidly as for full-time students. Because of the smaller clinic loads, part-time students complete 7 practicum courses (21 credits). Part-time students will graduate with 55 credit hours.

All students complete a clinic assignment in each term they are enrolled in the graduate program except for part-time students, who may have one open summer term.

COMD offers departmental electives during the summer term. These may also support learning with the specialty concentrations. See below for more information about concentrations and electives.

In addition to their coursework graduate students must: (a) complete a minimum of 25 guided observation hours and 375 clinical practicum hours supervised by an ASHA certified speech-language pathologist; (b) pass the formative assessment; and (c) pass a comprehensive exam or successfully complete a master's [thesis](#).

Full-time Master's Curriculum

FIRST YEAR

Fall 1

COMD 6261 Research and Critical Thinking
COMD 6372 Remediation of Childhood
Language Disorders
COMD 6334 Aphasia & Related Com
Disorders
COMD 7322 Speech Sound Disorders
COMD 7391 Clinic in Speech-Language
Disorders (1)

Spring 1

COMD 6340 Augmentative and Alternative
Communication
COMD 6326 Motor Speech Disorders
COMD 6321 Swallowing Disorders
COMD 6230 Autism Spectrum Disorders
COMD 7391 Clinic in Speech-Language
Disorders (2)

Summer 1

COMD 7381/7382/7383 Elective*
COMD 7391 Clinic in Speech-Language
Disorders (3)

SECOND YEAR

Fall 2

COMD 6328 Acquired Cognitive Disorders
COMD 6387 Voice Disorders
COMD 7392 Adv Pract Sp & Lang Dis
(Externship 1)

Spring 2

COMD 7170 Graduate Seminar in Speech-
Language Pathology
COMD 7221 Fluency Disorders
COMD 7392 Adv Pract Sp & Lang Dis
(Externship 2)
Comprehensive Exam (if applicable)

Summer 2

(As needed to complete clinical
experiences, thesis, electives, outstanding
interventions)

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

COMD 7381 Seminar in Medical Speech-Language Pathology
COMD 7382 Cultural & Linguistic Diversity Issues in Speech-Language Pathology
COMD 7383 Seminar in Pediatric Speech-Language Pathology

Part-time Master's Program Details

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

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

Changes to the typical plan of study (FT or PT) must be made via coordination with the student's advisor as well as with the approval of the graduate program director and the externship coordinator.

Part-time Master's Curriculum

FIRST YEAR

Fall 1

COMD 7322 Speech Sound Disorders
COMD 6372 Remediation of Childhood
Language Disorders
COMD 7391 Clinic in Speech-Language
Disorders (1)

Spring 1

COMD 6340 Augmentative and Alternative
Communication
COMD 6230 Autism Spectrum Disorders
COMD 7391 Clinic in Speech-Language
Disorders (1a)

Summer 1

Off

SECOND YEAR

Fall 2

COMD 6334 Aphasia & Related Com
Disorders
COMD 6261 Research and Critical Thinking
COMD 7391 Clinic in Speech-Language
Disorders (2)

Spring 2

COMD 6321 Swallowing Disorders
COMD 6326 Motor Speech Disorders
COMD 7391 Clinic in Speech-Language
Disorders (2a)

Summer 2

COMD 7381/7382/7383 Elective*
COMD 7391 Clinic in Speech-Language
Disorders (3)

THIRD YEAR

Fall 3

COMD 6387 Voice Disorders
COMD 6328 Cognitive Disorders
COMD 7392 Adv Pract Sp & Lang Dis
(Externship 1)

Spring 3

COMD 7221 Fluency Disorders
COMD 7170 Graduate Seminar in Speech-
Language Pathology
COMD 7392 Adv Pract Sp & Lang Dis
(Externship 2)
Comprehensive Exam (if applicable)

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

COMD 7381 Seminar in Medical Speech-Language Pathology
COMD 7382 Cultural & Linguistic Diversity Issues in Speech-Language Pathology
COMD 7383 Seminar in Pediatric Speech-Language Pathology

In addition to the courses above, students may take COMD 6397 Selected Topics in COMD, or COMD 6398 Special Problems in COMD to pursue individual interests. These must be discussed with specific instructors and approved by the Program Director and/or Department Chair.

Formative Assessment

All master's program students complete a reflection report on formative assessment that is submitted near the end of their second fall semester for full-time students or in their third fall semester for part-time students. The reflection report uses Gibb's Reflective Cycle to provide structure to the learning experience. Students use six stages to explore the formative assessment experience: description, feelings, evaluation, analysis, conclusion, and action plan. Instructions for how to complete the reflection report and the grading rubric used for the written paper are distributed in mandatory group advising meetings. Progress through the formative assessment process is documented on the "Formative Assessment Activities" form which is also provided in the group advising meetings. Passing the formative assessment requirements is determined by the student's advisor, who will review and grade the reflection report as well as check the student's completion of the case-based activities from academic courses. Failure to successfully complete the formative assessment activities in classes or to pass the reflection report, will constitute lack of sufficient academic progress and may result in removal from the program.

Comprehensive Examinations

The master's comprehensive examination (comps) is one of the requirements of graduate education. Full-time graduate students must take the comprehensive exam during their 5th term while part-time students take the test during their final term. The exam consists of complex clinical scenarios with related multiple-choice questions. The goal is to assess how students integrate material across content areas rather than simply reciting facts. Integrating the major aspects of the field across disorder categories that are within the scope of practice of the profession encourages the student to think like a clinician. Comps questions probe etiology, assessment, and treatment of a variety of communication disorders, as well as research, professional, interprofessional, and ethical issues which present throughout the entirety of the field.

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

Professional Engagement

Prior to program completion each student will participate in at least one professional engagement activity. This activity will be documented as part of CAA Standard IV, Contemporary Professional Issues. Specifics on the professional engagement activity are found in [Appendix F](#).

Section V: Academic Progress

The UH Graduate Catalog (<http://publications.uh.edu/content.php?catoid=40&navoid=13997>) states: A satisfactory rate of progress toward the degree is required throughout a student's enrollment. A department may terminate enrollment at any time if the rate of progress is not satisfactory. A student whose enrollment is terminated will be notified, with an explanation, in writing by the chair of the department of the major. Copies of this notice and explanation will be sent to the dean of the student's college.

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

http://publications.uh.edu/content.php?catoid=40&navoid=14006#cumulative_gpa

In the UH COMD program, satisfactory performance occurs when a student demonstrates knowledge and skills in the key attributes of professional practice which have been defined by the department and ASHA's Council for Clinical Certification in Audiology and speech-Language Pathology (CFCC). Satisfactory progress toward the degree is defined as (a) grades of B- or higher as well as demonstration of the specific learning objectives for academic courses established by CFCC. Progress in clinic includes (a) grades of B or higher for clinic assignments and (b) successful completion of application activities (e.g., formative, and summative assessments, see below). Students who do not initially demonstrate acquisition of knowledge or skills in academic or clinical components of the program will need to complete an intervention plan to demonstrate acquisition of the specified learning expectation (see Intervention Plans below). Any COMD academic course for which a grade of D or lower is earned must be repeated. Any COMD clinic course for which a grade of B- or lower is earned must be repeated.

A letter from the graduate program director will be sent to students who earn unsatisfactory grades. This letter will serve as a warning or dismissal and include steps that must be taken by the student. Graduate students who earn 2 or more unsatisfactory grades will be dismissed from the program. This can be any combination of academic and/or clinic courses either in 2 different terms or in the same academic term (e.g., two final grades of C in academic courses, one D and one C in academic courses, two grades of B- in clinic courses, or one C in an academic course and one B- in a clinic course). Graduate students who were admitted on a conditional/provisional basis who earn 1 or more unsatisfactory grade(s) during their first term (full-time) or first two terms (part-time) will be dismissed from the program.

Students are provided with academic advisors and access to CALIPSO to help track academic and clinical progress.

For cases in which external factors (medical, family, financial, etc.) may be preventing satisfactory progress, students may consider a leave of absence. After discussing options with an advisor, requests for leaves of absence must be formally filed with the graduate program director and are considered on a case-by-case basis. While leaves may result in the extension of the program by one or more terms, often they provide the needed time for a student to address external factors so they can succeed once they return.

Assessment of Knowledge and Skills

The UH COMD master's program provides academic preparation for application for the Certificate of Clinical Competence in Speech-Language Pathology. The complete list of standards for this certification established by the Council for Clinical Certification in Audiology and Speech-Language Pathology may be found at: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>.

The achievement of these standards may be summarized as follows:

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

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

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

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

The CALIPSO web address is: www.calipsoclient.com

Formative Assessment

There are many ways to assess knowledge and skills in the master's program. There are multiple classes or experiences used for students to achieve full knowledge of a given learning marker, so that indicator cannot be met until all those classes or experiences are successfully completed. These items will be marked as "in progress" until all related courses or experiences are successfully completed.

Most courses in the master's program have case-based activities that link didactic learning to clinical decisions. Each semester students are charged with applying course content to cases representing related information with the goal of linking academic knowledge to clinical knowledge and skills. As students progress through the master's program curriculum, they are regularly assigned case-based activities. Therefore, formative assessment is achieved with repetition and building upon prior knowledge and skills using activities where students apply course content to clinical cases.

Near the end of the students second fall semester (or third fall semester for part-time students) a reflection report on formative assessment is completed and submitted to their advisor. The goal of this reflection is to review and assess the impact of case-based activities on clinical thinking. After reviewing the reflection report as well as checking the completion of the other classes or experiences, the advisor will indicate that the formative assessment has been passed.

Summative Assessment

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

Clinical Skills Assessment

The Performance Evaluation Form, listing the knowledge and skills necessary for completion of the master's program, is used for clinical and externship practicum experiences. This is found on CALIPSO. Specific details relating to expectations and documentation of experiences and acquisition of skills can be found in the Clinic Handbook.

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

The department will retain documentation of all intervention plans, work, and subsequent outcomes in the student's file.

Verification by Program Director Form for Speech-Language Pathology: Students who are applying for certification in speech-language pathology must exhibit knowledge and skills determined by the Council for Clinical Certification in Audiology and Speech Language Pathology as described above. This will be documented on the Certification Application 2020 form and elaborated on the Knowledge and Skill Acquisition- KASA- form found on CALIPSO. At the conclusion of the program, the advisors assure that the student completed all requirements, which generates a completed Verification by Program Director page of the ASHA application for certification. When the applicant submits certification paperwork, an email will be sent to the Department Chair for an electronic signature verifying completion of all academic requirements.

Students will be able to print a copy of their completed education and clinical records via CALIPSO and should KEEP FOR FUTURE REFERENCE. However, the entire record does not have to be submitted to ASHA when applying for certification.

Intervention Plans

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

Academic Coursework

Students who do not demonstrate adequate knowledge of predetermined specific learning markers on coursework (including, but not limited to, exams, quizzes, presentations, written work) will be assigned an intervention plan. The plan, constructed by the instructor, may include an oral and/or written component. Completion of the intervention to the satisfaction of the instructor is necessary for learning markers to be met and documented on CALIPSO. Individual instructors will establish the timeframe for completion of the intervention, which may extend beyond the actual term and must be successfully completed before the second week of the following semester (unless otherwise specified by the instructor). Completion of intervention plans will not change a student's grade. Additionally, students may or may not be assigned to clients until learning markers for the coursework related to relevant disorder(s) are met to the instructor's satisfaction. For example, if a student has an outstanding intervention for the aphasia course, the program director will inform the clinic director about the student's intervention, and the student may or may not be assigned a client with aphasia until the intervention is successfully completed. Clinical assignments are made by the clinic director. Failure to successfully complete the intervention to the satisfaction of the instructor within the specified timeframe may result in removal due to lack of academic progress.

Clinical Practicum

Intervention plans are required for any student who earns a grade below a B in COMD 7391 or 7392 (clinic and externship, respectively). In this case, the following term of practicum will be a probationary term.

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

Formative Assessment Reflection Report

An intervention plan for failed portions of the reflection report will be constructed individually by the student's advisor depending on the area(s) failed by the student (e.g., incomplete course project or incomplete reflection of evaluation, analysis, etc.). The intervention must be successfully completed and passed before graduation exit procedures begin.

Comprehensive Examination

The comprehensive examination (comps) is a critical step in exhibiting summative learning. Therefore, interventions will be required for any student who fails one or more content area(s) of comps (i.e., less than 6/10 in a section). Interventions will focus on the failed area(s) and will be constructed by the relevant instructor. Interventions may involve an oral and/or written component and must be completed prior to graduate exit interviews. A student who fails 3 or more content areas or receives a score below 70 will be required to re-take the comprehensive exam.

A re-take of the comprehensive exam will be set by the department and will be a minimum of 4 weeks after grades are posted. A re-take exam may involve the student staying for an additional term of graduate school. To comply with university requirements for graduation, the student is required to enroll in at least 1 credit during the term in which they re-take the comprehensive examination. Any student who fails the comprehensive examination twice will be dismissed from the program due to lack of academic progress. Students may petition to be reinstated (see information above regarding petitions for reinstatement).

Clinical Programs

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

Students must submit the required 25 clinical observation hours, with appropriate signatures and ASHA certification numbers and confirmation of supervision training for hours accrued after January 1, 2020, prior to beginning graduate practica. Documents that do not include the required signatures or ASHA certification numbers will not be accepted. Students who have clinical hours from other universities are responsible for submitting a record of those hours to the Clinic Director prior to their first graduate practicum experience. Students may submit up to 50 hours of clinical practicum obtained at another accredited institution. The clock hours record must be signed by the supervisor with CCC-SLP or CCC-A and ASHA certification number.

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

On-Campus Clinic

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

Participation in the on-campus clinic is contingent upon completing the speech and hearing self-screening. Students must complete a Practicum Enrollment Form and attend graduate orientation prior to the first clinical practicum experience.

The University Speech-Language-Hearing Clinic follows policies and procedures in the clinic handbook. Policies and procedures for off-campus externships is also included in the clinic handbook.

ASHA sets forth specific guidelines regarding practica that address ethical behavior (see the ASHA Code of Ethics; <https://www.asha.org/Code-of-Ethics/>, [Appendix E](#)). Supervision requirements during practica, the number and types of clock hours students must earn as part of the pre-certification process, and the clinical competencies that must be demonstrated in nine areas of clinical practice. Students who successfully complete clinics and externships during their matriculation through the UH COMD master's program should accrue a sufficient number of hours and demonstrate all clinical competencies required to begin their Clinical Fellowship after graduation. However, students are responsible for ensuring they obtain the types of clinical experiences they need and that they demonstrate entry-level clinical competence across the age span and in all disorder areas.

Community Screenings

Students are required to complete speech, language, and/or hearing screening experiences at off-site locations (e.g., pre-schools, schools, health fairs). A minimum of ten hours of hearing

screening experience are required to earn hearing evaluation competencies. Hearing screenings, while listed as hearing evaluation in CALIPSO, are in the SLP scope of practice.

Off-Campus Externships

Externships are available for students to do practica off campus. Second year graduate students typically complete two terms of practica off site; one adult and one pediatric placement. Students should be prepared to work 30-40 hours/week at their externship site (or combination of sites). Most externship sites require students to attend five days a week. Students are expected to complete the entire term at their assigned sites. Therefore, students who earn 375 contact hours and/or all competencies prior to the end of the second extern rotation are not allowed to have a shortened externship. If less than 20 hours per week is spent at an externship site (or combination of externship sites), and/or a minimum of 50 client contact hours is not achieved, the student will earn a grade of incomplete. The master's program is designed to minimize the number of academic courses taken concurrently with externships. Only in rare instances will a student be allowed to take more than 2 academic courses in the same semester as an externship placement.

Prior to enrollment in an externship experience, students need to have successfully completed clinic I-III, including treatment of both adult and pediatric clients and a diagnostic assignment, with a grade of B or better.

Specific regulations for the externship experience will be presented at an externship application meeting and can be found in the clinic handbook.

Should a summer externship placement apply, the rotation will generally follow the Summer Session 1 schedule (See UH Academic Calendar for details).

Dropping Courses

The UH COMD master's program is designed for academic preparation for clinical experiences. Therefore, if a course is dropped, it is not only difficult to insert it within the structure of the program, but there may also be clinical implications as well. Withdrawal from a course may result in extension of the graduate program. The University policies concerning dropped courses are as available at: <http://publications.uh.edu/content.php?catoid=37&navoid=13814>

Withdrawal from Program

Upon beginning the program, continuous enrollment is expected for the fall, spring and summer terms until the degree is completed. Although the program is intended to be completed in 5 (full-time) or 7/8 (part-time) semesters, students have five years to complete all the requirements for the master's degree. Leaves from the program for medical or other exceptional reasons, as noted above, are allowed, and may be recommended. Leave request must be submitted in writing on the graduate petition to the graduate program director and approved by the faculty and the college. Requests are considered on an individual basis. Graduate and professional students who receive medical withdrawals must provide medical

documentation indicating they are able to return and obtain permission from their college Dean to enroll again at the University of Houston. The graduate petition form is located on the Graduate School website under Forms and Procedures. <http://www.uh.edu/graduate-school/forms/>.

Petitioning for Reinstatement

If a student is dismissed from the graduate program, they have the right to petition the faculty to reverse the decision. A written petition must be submitted to the faculty within approximately three weeks of the initial notice. A specific deadline will be given in the dismissal letter, so that a decision may be made prior to the beginning of the subsequent term. Ideally, the petition should contain the following: the student's view of what led to their 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 also be determined on an individual basis. The student will be informed of the faculty's decision in a written letter.

Disagreement or dissatisfaction with the faculty's decision is not a justifiable grievance unless, as stated in the CLASS grievance policy, there was 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. Procedures for filing a formal grievance are in [Appendix A](#).

Praxis Examination in Speech-Language Pathology

The Praxis Examination in Speech-Language Pathology (code 5331) is the national exam for speech-language pathology (SLP). It is required for ASHA certification and for Texas SLP licensure. It is not required for graduation from UH COMD.

The Praxis is a 2.5-hour timed test consisting of 132 questions. A passing score is determined by ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology. Students must indicate that they are from the University of Houston, Main Campus (or University Park), code 0300, and request that their score be sent to the UH COMD department (code 0300) so that we can keep records for our files. Further information concerning preparing for the Praxis will be discussed at a mandatory group advising meeting during the final term and is available on the ASHA website. <http://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/>

Students are encouraged to take the Praxis exam around the time of their comprehensive examination. Registration and further information are available from ETS.

https://www.ets.org/praxis/register/?WT.ac=praxishome_praxisregister._ Students who receive accommodations from UH in the MA program may request accommodations from ETS (<https://www.ets.org/praxis/register/disabilities/>)

Applying for Graduation

Per University policy, all students must apply to graduate. Graduation applications should be filed early in the term in which the student plans to graduate. Applications are completed via myUH on <https://accessuh.uh.edu/login.php>. Deadlines for filing the application for graduation are listed in the academic calendar which can be accessed at <http://www.uh.edu/calendar/specialty-calendars/>. Any student who does not apply for graduation will not be allowed to graduate, even if all degree requirements have been met.

Candidates for graduation who have been previously applied, but not finished in the anticipated term, must reapply for graduation, and may be charged an additional fee.

Any student who expects to graduate in a given term must be enrolled for that term. This regulation applies to students who have not submitted a thesis or dissertation by the deadline of the previous term. Students will work with their advisors in these situations.

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

Graduation Exit Procedures

To be eligible for exit checkout students must have completed (a) all coursework including receiving a grade and completing all interventions; (b) all clinic assignments including receiving a Supervisor's Report from the externship supervisor; and (c) the preliminary GA clinic checkout. For specifics on checkout procedures from the clinic please refer to the Clinic Handbook.

Students must then schedule final exit appointments in the following order:

1. Clinic director check out - clinic hours and skills verification (CALIPSO review)
 - a. Students can and are expected to have a final copy (download or print) of their clinic hours on CALIPSO. The clinic director will ensure that all the clinical competencies have been met.
2. Advisor academic checkout - knowledge verification (CALIPSO review).
 - a. Students will review a copy of the completed ASHA Standards and Implementation Record from CALIPSO at the exit appointment.
 - b. Advisor will confirm program completion and complete an exit interview (or verify that it was completed).

As part of the program check out, students will receive a letter to present to the Texas Department of Licensing and Regulation verifying final grades and total clinic experience hours

and certify that all graduate degree requirements have been fulfilled. This allows the student to apply for Texas licensure prior to receiving their official diploma. The Speech-Language Pathology and Audiology Coursework and Clinical Experience confirmation form, SPA016, found at:

<https://www.tdlr.texas.gov/slpa/forms/SPA016%20Intern%20in%20SLPA%20course%20work%20and%20clinical%20experience.pdf>, will be completed and signed by the department chair.

In addition to the forms required by the State, the Verification by Program Director page of the ASHA Application for Certificate of Clinical Competence in Speech-Language Pathology will be prepared for students via CALIPSO. However, with electronic submission, the form will be generated and sent to the Department Chair for verification when the student begins the CCC application process.

The full CCC application process can be found at <https://www.asha.org/certification/SLPCertification/>.

Texas Licensure

A master's degree is required for certification by ASHA and by the State of Texas for professional licensure. The master's degree and ASHA certification are the minimal credentials in speech-language pathology. The Texas Department for Licensing and Regulation licenses certified speech-language pathologists and audiologists as well as interns (persons completing their clinical fellowship under the supervision of a licensed, certified SLP) and speech-language pathology assistants. A Speech-Language Pathology license is granted to applicants who have completed their master's degree at an accredited school, have completed their intern requirements working under the supervision of a licensed SLP and who have passed the [Praxis examination](#), the national examination in speech-language pathology and a jurisprudence examination described below. An individual must hold one of the licensure credentials to practice speech- language pathology in the State of Texas. Speech-language pathology assistants work under the direct supervision of a licensed SLP and are required to have completed the undergraduate major coursework in communication sciences and disorders and have obtained 25 hours of observation and 25 hours of supervised clinical experience.

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

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

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

Section VI: Thesis & Specialty Concentrations

Master's Thesis

Graduate students have the option of completing a Master's Thesis under the direction of one of the COMD faculty members. A Master's thesis is an original research project that may involve collecting and analyzing new data or analyzing existing data. The project completed as a Master's thesis should be publishable in a peer-reviewed venue. Students who are considering a Master's Thesis must obtain consent from a COMD faculty member who is willing to act as the thesis committee chair. Students who opt to complete a thesis must register for six thesis credits. The first 3 hours typically are taken in the summer term and replace the program elective. Students must be registered for thesis credits in the term their thesis is completed and defended; therefore, the other 3 hours tend to be completed in the last spring term. Thesis students are exempt from taking the comprehensive examination. Guidelines for completing a Master's Thesis can be found in [Appendix B](#).

Specialty Concentrations

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

To provide a way to obtain some specialized learning, we offer Specialty Concentrations. A Specialty Concentration is a mentored experience designed individually for each student. Concentrations are optional and not required for all students. The Specialty Concentrations require work above and beyond that expected of the UH COMD master's program. Interested students will meet with a faculty mentor and develop a specialty concentration contract that includes all required elements and deadlines.

Some examples of Specialty Concentration activities include assisting with writing a chapter; assisting with one or more components of a research project; experiences in assessment or treatment beyond clinic assignments; creating materials to enhance communication or knowledge of communication disorders in the community or in practice.

Students who choose to do a master's Thesis will not be eligible for a Specialty Concentration, because they will develop a specialty area through the structured process of completing the thesis.

Requirements:

1. Students and mentors must include an educational component in their plan. Students, in consultations with their mentors, can take an elective course either through the COMD department or another department or by completing 3 credits worth of COMD Special Problems credits. These credits will fulfill the 3 credits of electives required in the UH COMD master's program. Selected Topics or Special Problems credits can be taken in 1-3 credit

increments. Once students begin taking Special Problems credits, they must also complete all the prescribed requirements for the Specialty Concentration. Failure to do so will delay graduation, as the Special Problems credits meet the required 3 credits of electives. Students and mentors can also choose a different path such as online workshops and training, assigned readings and discussion, to fulfill this educational requirement.

2. Students will be required to maintain the minimum grade for the clinic (B) and classes (B-) to begin and continue a specialty concentration. If students are below the minimum requirement at mid-term, the specialty concentration will be put on hold until the end of the semester. If the final grade meets the requirement, the specialty concentration may be resumed. If it does not meet the final grade requirement, the specialty concentration is discontinued.

The activities, projects, and expectations of the Specialty Concentrations are individualized and agreed upon by the student and their faculty mentor.

Timeline and Deadlines

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

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

Section VII: Professional Organizations

COMD Alumni Association

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

American Speech-Language-Hearing Association (ASHA)

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

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

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

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

National Student Speech-Language-Hearing Association (NSSLHA)

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

One advantage to membership in the national NSSLHA program is reduced ASHA certification fees for students who have been a national NSSLHA member for 2 consecutive years prior to applying for ASHA certification. Additionally, national NSSLHA members can 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. <https://www.nsslha.org>

Texas Speech-Language-Hearing Association (TSHA)

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

Houston Association for Communication Disorders (HACD)

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

National Black Association for Speech, Language and Hearing (NBASLH)

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

The following is a link to contact the president of the Houston Affiliate, Dr. Brittney Pettis: <https://www.nbaslh.org/affiliates>.

Appendix A: COMD Grievance Policy

Department of Communication Sciences and Disorders Grievance Policy

UH COMD uses the definition provided in the CLASS Grievance policy

[\[http://www.uh.edu/class/students/graduate/academics-planning/policies-procedures/\]](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 or petition procedure. 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 or petition 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)

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 or petition 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 with 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

Appendix B: Thesis Guideline and Steps for Completion

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

The guidelines presented here are based on a 5-term program. Students in a part-time program will adjust accordingly and with their advisors' support and approval.

Students who are interested in pursuing the academic challenge of pursuing a master's research thesis are encouraged to do so. This process takes approximately a year and a half to complete (Spring 1, Summer, Fall and Spring 2), so appropriate planning is necessary to meet the requirements. Students will complete a total of 6 thesis credit hours. This guide can help students plan, but all final timelines and decisions are made by the thesis chair with input from the thesis committee as needed.

Spring 1

Students should secure thesis committee members no later than the first spring semester, including: a thesis committee chair (person in the department of COMD who has expertise in the project subject area; this is the person with whom the student has the most contact during the thesis process), a second committee member from the COMD department, and at least one faculty committee member from outside the department (within or outside of the university). The committee chair can help select appropriate committee members. See below for links to the CLASS Committee Appointment Record.

Students should conduct a bibliographical search with the guidance of the committee chair to write the first two chapters of the thesis: Literature Review and Methods. This may be an expansion of a project in another class. Research questions and hypothesis should be clearly presented. These two chapters are the basis for the prospectus and prospectus meeting. Assistance with the search can be requested from the COMD liaison at the MD Anderson Library.

Students should read the UHCOMD Master's Thesis Contract, which is attached to this document, and discuss it with the thesis committee chair. After discussion, the student should sign two copies of the form. One copy of the signed form is to be submitted to the COMD program coordinator to be filed in the student's permanent record and the second copy is retained by the student. The thesis committee chair will update the Thesis Tracking system in the COMD Share Point with the name of the student and the general topic of the research. The prospectus meeting should occur by the end of the Spring semester. In some instances, the prospectus meeting could take place in the summer or early in the Fall semester, but this is only advisable if there is no data collection involved in the research project (e.g., secondary data analyses). The student should contact the committee members to find a time when all can attend the prospectus meeting. With the committee chair's approval, the student submits the first two chapters to the committee members, allowing approximately two weeks for them to

review the chapters prior to the prospectus meeting. At the prospectus meeting, the student will present a brief outline of the proposed project to include a review of the literature, purpose, and rationale of the study as well as proposed methodology (15-20 minutes). Committee members will discuss the proposed project during this meeting and may offer suggestions, raise concerns, and/or present questions. Committee members may bring copies of the first two chapters of your proposed project with notes (e.g., revisions, questions, comments) to this meeting. The student should bring two (2) copies of the Committee Appointment Record, a departmental form that is attached to this document. Committee members should sign this form at the prospectus meeting. One copy of the signed form is to be submitted to the COMD program coordinator to be filed in the student's permanent record and the second copy is retained by the student.

Students are not permitted to begin data collection (in cases where initial/new data collection is planned to occur) or analyses prior to completing the prospectus meeting.

Summer:

Register for Thesis COMD 6399 (3 credit hours) in the summer (in lieu of the summer elective). An incomplete (I) grade will be assigned for COMD 6399 at the end of the semester. When the thesis is completed, the student will receive the same letter grade for both the first and second sections of thesis (This will replace the incomplete grade in COMD 6399).

If the research project involves human subjects, prepare the application to the Institutional Review Board (IRB). The IRB only convenes once per month, so it is imperative to be aware of and meet all deadlines for submission. Student projects are submitted to Committee 3: <http://www.uh.edu/research/compliance/irb/irb-cmte-3/>. Follow guidelines for online submission via ICON on the UH Division of Research website ([ICON IRB Help - University of Houston \(uh.edu\)](#)). Online & in-person training and review of submissions are available through the IRB. Students should be ready to submit IRB application as soon as the prospectus meeting is complete, and revisions have been made. It is important to note that IRB approval may take 1-2 months; data collection and/or analyses cannot begin until formal IRB approval has been received.

While awaiting IRB approval, students will revise the first two chapters as suggested by the committee members.

Summer and Fall:

After receiving formal IRB approval, the student will proceed with the remainder of the research project as agreed upon by their thesis committee. The workload differs based on the project, but students should be prepared to devote at least one complete semester to the labor-intensive process of data collection and data analyses.

Spring 2:

Register for Thesis COMD 7399 (3 credit hours).

Begin writing and complete the Results and Discussion chapters with a plan to complete both by the end of March. The thesis must adhere to all guidelines established by the UH College of

Liberal Arts and Social Sciences: <http://www.uh.edu/class/students/graduate/thesis-dissertation-info/>.

Consult with thesis committee members to finalize a date, time, and location for the thesis defense. This defense date should be provided to the COMD program coordinator and director to publicize the date, time, and location as per UH procedures. Defenses are open to the public and may be attended by members of the academic, local, or larger community. At least two weeks prior to the defense, obtain approval of the final draft of the thesis from the thesis committee chair.

Submit all chapters of the thesis draft to thesis committee members (at least two weeks before the defense) to review. Anticipate that some thesis committee members will provide feedback prior to the defense. Make revisions as needed with consultation from the thesis committee chair.

Prepare a 15–20-minute presentation of the thesis project with particular focus on the results and discussion sections. Prepare three signature pages on 100% cotton paper for the committee members to possibly sign at the defense and if not as soon as revisions are complete (see below).

During the thesis defense, the student will give their presentation first. Then, the committee chair will open discussion with questions coming first from the thesis committee followed by questions from other attendees. After the conclusion of this discussion the thesis committee members will discuss privately and conclude whether or not the student passed and successfully completed the thesis project. If the committee agrees that the student passes, they will proceed to sign the signature pages. The student must ensure that they have the most current thesis/dissertation forms to obtain final approval and signatures from the thesis committee. The student will submit this form to the UH CLASS thesis/dissertation coordinator along with the completed final thesis document.

The committee may request minor or major changes before signatures are provided (please see the next section for details on revisions).

After the defense, when any requested revisions are completed, the complete thesis document should be prepared for submission to the CLASS Dean's office and submitted as instructed <http://www.uh.edu/graduate-school/academics/thesis/>. Submissions must meet the UH CLASS deadlines.

To submit the final completed thesis, the student will need to convert the word document to a PDF. The PDF must then be uploaded to the Vireo system: <https://uh-etd.tdl.org/> The student will receive confirmation from the faculty chair and college coordinator when the document has been accepted.

It is critical that all students who are working on a thesis project maintain good academic standing. Therefore, a student will be asked to drop the thesis project if they have a grade of C or below in any of their graduate academic or clinic classes. In rare occurrences, students might obtain permission from their mentor to submit a written petition to the COMD Department Chair to continue working on the thesis project. The decision to approve this petition is with the Department Chair who may seek additional input from the faculty.

In rare occasions, students need to drop the thesis project due to various circumstances (e.g., grades in the graduate classes, lack of progress in the project, medical leave). It is important that students understand that dropping the thesis project might result in the addition of a second summer semester to their academic program to be able to graduate. If students drop the project during the second fall semester, they will get a grade for the quality of the work completed in the previous summer semester and they must complete all academic activities that are expected in the graduate program (EBPR 2 and Comprehensive exams) in Spring 2. If the student drops the thesis project during Spring 2, they might be required to complete an extra summer semester to complete their EBPR 2 and Comprehensive exams.

<p>Physical Appearance of the Thesis Document (CLASS and COMD requirements)</p> <p>Left margin is of 1.25"-1.50" and 1" on the remaining three sides.</p> <p>All figures or illustrations must be captioned. The same style of type and consistent spacing must be used throughout the thesis. There is no fixed style for references, equations, figures, and tables. Whatever style is adopted should be used consistently.</p> <p>A consistent form of referencing should be used throughout the thesis. Most professional societies in specific fields of the major department have a preferred style which should be used. For COMD use the most recent edition of the Publication Manual of the American Psychological Association.</p> <p>The thesis must be double-spaced.</p> <p>The type size should be 10–12 point.</p>
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CLASS Thesis Committee Appointment Record and Information Links
[class-thesis-committee-appointment-form-4 2021 fillable.pdf \(uh.edu\)](#)

[Thesis and Dissertation - University of Houston \(uh.edu\)](#)

Thesis Committee Prospectus Approval Record
(Chair to provide the actual form revised 5/2021)

Student Name, Email, Research Topic

Committee Members:

Committee Chair printed name

Department

Committee Member printed name Department

Committee Member printed name Department

Approval of prospectus (approve continuation of the project)

Approve with no/minor changes

Approve with major changes discussed

Do not approve* Committee Chair (signature) / Date

Approve with no/minor changes

Approve with major changes discussed

Do not approve* Committee Member (signature) / Date

Approve with no/minor changes

Approve with major changes discussed

Do not approve* Committee Member (signature) / Date

Comments

*Requires student to submit additional written revisions and/or new prospectus meeting

UHCOMD Master's Thesis Contract

(Chair to provide the actual form revised 1/2020)

Taking on a thesis requires time and work above and beyond the requirements of the Master's program. Thesis projects generally span 12-14 months and require an additional 3 credits. In addition to the time/effort from the student, faculty thesis advisors and committee members that take on thesis projects commit their time and effort to guide the student and the project, above and beyond their teaching and research commitments. While the role of the thesis advisor is to provide assistance and mentoring, there is an expectation that the student will complete much of the project independently.

I (print name) in taking on a Master's thesis with (print name)_____ as my thesis advisor, agree to the following:

- I will put in the required time and effort to complete the thesis project.
- I will meet the deadlines agreed to in my discussion with my thesis advisor.
- If I feel I am unable to complete the project within the timeline and with an appropriate amount of independence, I will discuss with my thesis advisor before the end of the first semester of thesis credits.
- I agree to assist with preparing the project/manuscript for presentation or publication. If I fail to assist within months, I agree that my thesis advisor can present or publish the project. If I do not assist on the presentation or publication, authorship on it is not guaranteed.

- I acknowledge that I may have to register for an additional semester of thesis credits if I do not complete all requirements by the university deadline.
- I acknowledge that I may have to drop the thesis option if I do not meet the deadlines set by my thesis advisor.
- I acknowledge that I may have to drop the thesis option if I do not maintain an adequate level of academic or clinical performance.
- I acknowledge that dropping the thesis will require completing EBPR 2 and comprehensive exams.

Student signature

Date

Faculty Advisor signature

Date

Appendix C: Additional Graduate Student Financial Aid

University Funds. The University offers a variety of financial assistance packages to undergraduates and graduates. For further information, contact the Student Financial Services Office at (713) 743-9090. We highly recommend that students investigate the Graduate School Fund, which is described on the funding webpage. <http://www.uh.edu/graduate-school/graduate-funding/>. Remember to complete your FAFSA form as early as possible. The FAFSA opens in October each year.

There are many sources of academic funding that are outside of the University and COMD. The following list has some of these opportunities.

Fastweb (free scholarship searches): 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/ Comprehensive information about sources of student financial aid.

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:

The Scholarship Database: <https://www.aie.org/resources/> The Web's most comprehensive, up to date, no fee, searchable database of student financial aid.

Texas Higher Education Coordinating Board Website: <http://www.theccb.state.tx.us/>

Information regarding state loan, work, and grant programs for Texas residents.

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

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

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

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

Funding for Minority Students

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

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

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

Additional Useful Internet Resources

Academe This Week, A service of the Chronicle of Higher Education:

<http://chronicle.com/section/Home/5>

Academic Advising Resources on the Internet: <http://www.nacada.ksu.edu/Resources.aspx>

Grants Search through Carnegie Mellon University: www.cs.cmu.edu

Academic Job Announcements

H Net: <https://networks.h-net.org/>

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

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

Appendix D: Emergency Procedures

Emergency Procedures for the COMD department. Please see the Emergency Procedures for the University Speech-Language-Hearing Clinic (USLHC) in the Clinic Handbook.

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

Students are notified of an emergency either through the alarm system or verbally. Everyone should move to the nearest exit to the outside of the building until notified by a UH official that it is safe to return. Do not re-enter the building until the 'all clear' signal has been given by the University of Houston police.

Fire Drill Exit Procedures

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

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

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

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

Chest pain
Difficulty breathing
Symptoms of stroke
Altered mental status
Loss of consciousness
Seizures
Overdose-accidental or intentional

Major trauma-including head trauma with loss of consciousness or altered mental status, and injuries involving more than one body part
Severe allergic reactions with facial swelling and difficulty breathing
Severe pain

In each of the above medical emergency conditions, immediately notify University Police at 713- 743-3333 or dial 9-1-1 from a campus phone and report the nature and severity of the medical problem and the location of the individual needing emergency medical care. University Police will meet emergency care providers and direct them to the individual needing medical assistance. If possible, someone should stay with the individual until the University Police officer or EMT arrives.

Do not move the individual unless there is an immediate threat to life (i.e., fire, dangerous fumes).

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

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

Refer to the University of Houston General Emergency Evacuation Procedures for more information: <https://www.uh.edu/emergency-management/planning-and-response/emergency-management-plan/>

Appendix E: ASHA Code of Ethics

The following is the entirety of the 2016 ASHA Code of Ethics, retrieved from:

<http://www.asha.org/Code-of-Ethics/>.

Preamble

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

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

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

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

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

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

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to

the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology

ASHA Standards and Ethics

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

advertising

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

conflict of interest

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

crime

any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found

on www.asha.org/certification/AudCertification/ and

www.asha.org/certification/SLPCertification/.

diminished decision-making ability

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

fraud

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

impaired practitioner

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

individuals

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

informed consent

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

jurisdiction

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

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

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

misrepresentation

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

negligence

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

nolo contendere

No contest.

plagiarism

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

publicly sanctioned

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

reasonable or reasonably

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

self-report

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

shall vs. may

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

support personnel

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

telepractice, teletherapy

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

written

encompasses both electronic and hard-copy writings or communications.

Principle of Ethics I

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

Rules of Ethics

Individuals shall provide all clinical services and scientific activities competently.

Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.

Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

Individuals who hold the Certificate of Clinical Competence may delegate to students' tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

Individuals shall provide reasonable notice and information about alternatives for obtaining care if they can no longer provide professional services.

Principle of Ethics II

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

Rules of Ethics

Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.

Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III

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

Rules of Ethics

Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

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

Rules of Ethics

Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.

Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

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.

Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.

Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.

Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

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

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Appendix F: Professional Engagement Initiative

Graduate Student Professional Engagement Initiative

GOAL: To help graduates of the UH COMD program realize their place in the wider community as professional resources, models, and advocates.

CHARGE: CAA standards and the ASHA Code of Ethics both recognize the importance of graduate students and certified clinicians being part of the professional community (see below). UH COMD supports this mission with a requirement for each graduate student to complete at least one engagement activity during the program.

PLAN: During their time enrolled in the UH COMD Graduate Program, students will participate in at least one professional engagement activity. This activity will involve active interaction with the community outside of the department and outside of regular school requirements and/or assignments. The activity should be at MINIMUM 3 hours in duration.

Following their activity, students will independently write a one-page reflection which includes a brief description of the event/activity, their role(s), examples of their engagement with the public, comments on the impact of the event, specific mention of the relation of their activities to the CAA Standard and/or ASHA Code of Ethics, and plans for future professional involvement. This will be submitted to the academic advisors, who will record the activity completion in CALIPSO.

DOCUMENTATION: Students should acquire confirmation of participation from someone responsible for organizing or supervising volunteers at the event. This will also be submitted to the advisors. Confirmation can be as simple as a signed note or business card.

ACTIVITIES: The professional activities may be related to any aspect of the profession. This may include working at the booth of a walk (e.g., Autism Speaks), completing extra hearing screenings at a community event- after required hours have been achieved, volunteering at a special population event (e.g., Stomp Out Stroke, Mayor's Back to School Fest), and so forth. The department will provide a list of some potential activities. Any activity that a student does outside of these should get prior approval from the academic advisor. If this prior approval does not happen, the event may still count, but it is at the discretion of the advisor.

DEADLINE: Students are expected to complete this one activity within the 5 (FT)-7 (PT) terms of the graduate program. This activity will need to be documented to complete the CFCC requirements for graduation.

Relevant Citations

Council on Academic Accreditation in Audiology and Speech Language Pathology standards relating to professional practice activities.

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

The program must include content and opportunities to learn so that each student can demonstrate knowledge of principles and methods of identification of communication and swallowing disorders and differences, principles and methods of prevention of communication and swallowing disorders.

3.1.6B General Knowledge and Skills Applicable to Professional Practice

The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with the aforementioned communication and swallowing disorders across the lifespan and by demonstration of ethical conduct; integration and application of knowledge of the interdependence of speech, language, and hearing; engagement in contemporary professional issues and advocacy; processes of clinical education and supervision; professionalism and professional behavior in keeping with the expectations for a speech-language pathologist; interaction skills and personal qualities, including counseling and collaboration; self-evaluation of effectiveness of practice.

Citation: Council on Academic Accreditation in Audiology and Speech-Language Pathology. (2020). Standards for accreditation of graduate education programs in audiology and speech-language pathology (2017). Retrieved [date] from <http://caa.asha.org/wpcontent/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

ASHA Principle of Ethics III

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

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

Appendix G: Eligibility Requirements and Essential Functions

Adapted from

Horner, J. et al. (2009), Developing an “essential functions” rubric. *Journal of Allied Health*, 38, 242-247.

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

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the 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 to increase knowledge.

Utilize detailed written and verbal instruction 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 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.

Additional resources:

American Speech-Language-Hearing Association (2020). 2020 Standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved 06/16/2020 from: <https://www.asha.org/certification/2020-slp-certification-standards/#:~:text=The%20applicant%20must%20complete%20a,in%20direct%20client%2Fpatient%20contact.>

American Speech-Language-Hearing Association (1998). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations [Position Statement]. doi:10.1044/policy.PS1998-00117

Council on Academic Accreditation in Audiology and Speech-Language Pathology (2019). Standards for accreditation of graduate education programs in audiology and speech language pathology. Retrieved 06/16/2020 from: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

Essential Functions Statement

PLEASE SIGN THE STATEMENT BELOW

I declare that I have read and understand the attached description of Eligibility Requirements and Essential Functions. I understand that if I am unable to meet these standards with reasonable accommodations and/or following support to develop a skill, I may be dismissed from the program.

Printed Name

Signature of Applicant

Date

ENGLISH SPEECH & LANGAUGE PROFICIENCY

According to the American Speech-Language-Hearing Association, a high level of language proficiency is critical for clinical work as a certified speech-language pathologist. The primary language of instruction at UH and the primary language of ASHA, our certifying body, is English. Thus, students are expected to have a high level of English proficiency. Satisfactory performance on the TOEFL does not, in and of itself, imply that one can meet this minimum standard. The department must have evidence that you are able to demonstrate effective and appropriate academic and professional interactions in English with clients, caregivers, and other professionals to verify certification standards (see ASHA standard below). According to the COMD English Proficiency Policy, assistance in enhancing English proficiency, including accent modification training, will be offered. However, you may be dismissed from COMD if you are unable to meet certification standards by the completion of your program. If you have any questions in this regard, you can contact the Department of Communication Sciences and Disorders (713-743-2897) to request more information and an interview to help determine the recommended resources and assistance.

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

<https://www.asha.org/Certification/2020-SLP-Certification-Standards>

ACCESSIBILITY RESOURCES FOR STUDENTS

To request accessibility or disability related accommodations that may be necessary to satisfy the requirements of this program, students must contact the Dart, Student Accessibility Center.

Justin Dart, Jr. Student Accessibility Center

4369 Cougar Village Dr., Room 100
Houston, TX 77204-3022
Phone: (713) 743-5400
TDD: (713) 749-1527
Fax: (713) 743-5396
JDCenter@central.uh.edu

Appendix H: Acknowledgement of Master's Program Handbook Review

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

Acknowledgement of Master's Program Handbook Review

I, _____ (name printed),
acknowledge that I have been both introduced to the COMD
Master's Program Handbook and orientated to its contents.

Furthermore, I am responsible for abiding by the contents therein.

I understand that I can locate the current handbook at any time on
the UH COMD website; however, I should download the 2022-2023
Master's Program Handbook for my reference throughout the
program.

Finally, I understand that I must also follow the expectations from
the UH Graduate Catalog and I can locate the current UH Graduate
Catalog on the UH website (<http://publications.uh.edu/index.php>).

Signature

Date