

Graduate Student Handbook

SPEECH-LANGUAGE PATHOLOGY PROGRAM

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Compiled by

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1.0 Speech-Language Pathology Program

1.1 History

The Speech-Language Pathology Program was established in 1962. The first B.S. and M.A. degrees were awarded in 1965 and 1969. The master's degree program was accredited by the American Speech-Language-Hearing Association in 1991, and in 1992 a new clinic was constructed in the Birdwell Building. In 1998, the Clinic was named the Elnita O. Stanley Speech and Hearing Clinic in recognition of Dr. Stanley's distinguished service to the University. The Speech-Language Pathology Program moved to the Human Services Telecommunications Building in April 2004.

1.2 Organization

The Speech-Language Pathology Program is one of several programs in the Department of Human Services. Other major areas of study offered by the Department include Rehabilitation Sciences, Hearing Impaired, Orientation and Mobility, Counseling, Visually Impaired, Special Education, and School Psychology.

1.3 Mission

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the Program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communicative disorders, and the importance of continued professional development throughout one's career.

Academic Goals:

- 1. To provide theoretical and research-based information regarding normal aspects and development of human communication and swallowing across the lifespan.*
- 2. To provide students with information regarding the etiology, diagnosis, and treatment of disordered human communication and swallowing.*
- 3. To provide coursework which reflects the current scope of practice, incorporates emerging technologies, and prepares students for the profession in a culturally and linguistically diverse society.*
- 4. To provide students with information regarding research methods, as well as experience in evaluating both research literature and clinical effectiveness.*
- 5. To prepare students to meet the academic requirements for ASHA certification and successful CF, and Texas licensure.*

Clinical Education Goals:

- 1. To prepare students for clinical experiences through observation of a variety of types and severities of human communication and swallowing disorders.*
- 2. To provide students with opportunities to relate theory and clinical practice using the most current and appropriate tools and techniques.*
- 3. To provide supervised experience in the assessment and treatment of children and adults with a variety of types and severities of human communication and swallowing disorders in a variety of settings.*
- 4. To develop students' understanding of professionalism, accountability, leadership, and ethical conduct.*
- 5. To prepare students for independent practice and to meet the clinical educational requirements for ASHA certification and CF and Texas licensure.*

1.4 Strengths

In June 2000, Dr. McKaig asked Dr. Glenda Ochsner (ASHA President, 2003) to assist the program in conducting a self-study. Dr. Ochsner visited the program for two and a half days, reviewed clinical and academic records, evaluated the physical facilities and instructional materials and equipment, spoke with faculty and administrators, and interviewed students. She provided feedback in the form of a written report describing the program's standing relative to ASHA accreditation standards. In her evaluation of the program, Dr. Ochsner noted the following strengths.

Program Strengths

- \$ The program enjoys strong administrative respect and support.*
- \$ The program's graduates have an exceptional record of performance on the National Examination.*
- \$ Employers of the program's graduates express high satisfaction.*
- \$ The program has an active NSSLHA chapter.*
- \$ The program requires research papers from each of its graduating students.*
- \$ The program's ability to recruit high quality students is reflected in the program's having the highest ranking graduation student in the University twice and the second highest once.*
- \$ The program's faculty have a high commitment to the program and their students.*
- \$ One of the program strengths is the presentation of an annual conference. This conference provides continuing education for faculty and other professionals in the community, an opportunity for students to hear nationally-recognized speakers, and generates income which is used to support student travel to the Texas Speech-Language-Hearing Association annual convention.*
- \$ The program has developed with a strong degree of autonomy within a*

department which has a unique collection of diverse programs.

1.5 Web Page

The web page maintained by the program

*(<http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/>)
provides current and prospective students with information about the program's
history, faculty, admission requirements, and curriculum. The information is updated
as needed and reviewed annually.*

1.6 Faculty

Debra Bankston

Adjunct

MA	Speech-Language Pathology	University of Memphis
BA	Elementary Education and Speech-Language Pathology	Louisiana Tech University

Frank Brister

Associate Professor and Program Director

PhD	Audiology	University of Southern Mississippi
MS	Audiology	University of Southern Mississippi
BA	Speech	Mississippi College

Debra Brown

Clinic Director

MS	Speech-Language Pathology	Stephen F. Austin State University
BS	Speech-Language Pathology	Stephen F. Austin State University

Amy Durham

Clinical Instructor

MS	Speech-Language Pathology	Stephen F. Austin State University
BS	Speech-Language Pathology	Stephen F. Austin State University

Layne DeBardelaben

Clinical Instructor

MA	Communications Disorders	University of Houston
BS	Speech-Language Pathology	Stephen F. Austin State University

Gilbert Hanke

Adjunct

MEd	Special Education and Speech Pathology	Southwest Texas State University
BA	Speech and Drama	Lynchburg College

Judith Lauter

Professor

PhD	Communication Sciences	Washington University at St. Louis
MA	Linguistics	Washington University at St. Louis
MA	Information Science	University of Denver
MA	English	University of Arizona
BA	English	University of Michigan

Randi Lunsford

Adjunct

MS	Speech and Hearing Therapy	Stephen F. Austin State University
BS	Speech-Language Pathology	Stephen F. Austin State University

Diane Morton

Adjunct

MA	Speech Pathology	University of Texas at Austin
BA	Speech-Language Pathology	Texas Tech University

Danielle Perry

Clinical Audiologist

AuD Audiology

BS Communication Disorders

University of North Texas

Truman State University

Lydia Richardson

Adjunct

MS Speech-Language Pathology

BS Speech and Hearing Therapy

Stephen F. Austin State University

Stephen F. Austin State University

Faculty Biographies

Debra Bankston grew up in Shreveport, Louisiana. She has worked at the Charleston Speech and Hearing Clinic in Charleston, South Carolina, the Regional Program for the Hearing-Impaired in Amarillo, for private practices in Marshall and Nacogdoches, and for Lufkin and Nacogdoches public schools. She joined the SFA faculty in 1984.

Frank Brister grew up in Yazoo City, Mississippi. He has taught at Pearl River Community College, Mississippi University for Women, Howard Payne College, and East Texas State University. He joined the SFA faculty in August 1989. Dr. Brister's principal research interests are impedance audiometry and central auditory processing disorders.

Debra Brown grew up in Alton, Illinois and in Lufkin, Texas. She has worked at Lufkin Memorial Hospital, Wilson McKewen Rehabilitation Center in Lufkin, Woodland Heights Hospital in Lufkin, Cornerstone ECI, Texas Home Health in the Lufkin area. She joined the faculty at SFA in 2007 as Clinical Director and Clinical Instructor.

Amy Durham grew up in Nacogdoches, Texas. She has worked at various nursing homes in Center, San Augustine and Nacogdoches, Corner Stone Early Childhood Intervention (ECI) for Nacogdoches and Angelina Counties, and for Wilson McKewen Rehabilitation Center in Lufkin, Texas. She joined the SFA faculty as a Clinical Instructor in the fall of 2007.

Layne DeBardelaben grew up in Nacogdoches, Texas. She received her B.S. from SFASU and her M.A. from the University of Houston. She has worked for Pine Grove and Colonial Pines Nursing Homes in Shelby County, for Cornerstone Early Childhood Intervention in Nacogdoches County and for Wilson McKewen Rehabilitation Center in Lufkin. She joined the faculty at SFASU as a clinical instructor in August of 2007.

Gil Hanke grew up in Falls Church, Virginia. He has worked at Brenham and Mexia State Schools in Texas and has been in private practice in Nacogdoches since 1981. Since 1993 he has taught at SFA as an adjunct faculty member.

Judy Lauter grew up in Austin, Texas, and in Michigan. As a doctoral student, she worked with Ira Hirsh at the Research Department of the Central Institute for the Deaf (CID). During a post-doctoral appointment at CID, she conducted studies using evoked potentials and positron emission tomography (PET). At the University of Arizona, she directed the Coordinated Noninvasive Studies Project with funding from the U.S. Air Force. At the University of Oklahoma Health Sciences Center, she founded and directed the Center for Communication Neuroscience. In January, 2001, she joined the SFA faculty and is Director of the Human Neuroscience Laboratory. Her principal research interest is the neural bases for human behavior and individual differences.

Randi Lunsford grew up in Nacogdoches, Texas. She has worked for PROS Pediatric Therapies in the Woodlands, Splendora ISD and Wilson McKewen Rehabilitation Center in Lufkin, Texas. She joined SFA as an adjunct faculty member in 2008.

Diane Morton grew up in Dallas, Texas. She has worked as a speech language pathologist primarily in the public school systems, nursing homes, and state schools in the area. She has previously taught at SFA from 1989 to 1997. She rejoined SFA as an adjunct faculty member in 2008.

Danielle Perry grew up in Livingston, Texas. She has worked at the Clarke School for the Deaf and as an educational audiologist. She became a clinical audiologist at SFA in 2007.

Lydia Richardson grew up in Nacogdoches, Texas. She currently works at Nacogdoches ISD, and has worked part time at Nacogdoches Medical Center Hospital and numerous nursing homes in the area. She became an adjunct faculty member in 2007.

1.7 Affiliations

The graduate program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The graduate program is a member of the Council of Academic Programs in Communication Sciences and Disorders.

The program supports the Texas Speech-Language-Hearing Association as a TSHA Patron.

The program and the SFA Chapter of NSSLHA each sponsors a table at the annual awards dinner of the Texas Speech-Language-Hearing Foundation.

2.0 Facilities and Equipment

2.1 Human Services Telecommunications Building

The Speech-Language Pathology program is housed in the Human Services Telecommunications Building. In 1992, the program moved down the hall of the Birdwell Building into facilities previously occupied by the university personnel office. These facilities, which include seven offices, a reception area, and a room housing professional journals, are the focal point for the program. In April of 2004, the program moved into a new state of the art facility called the Human Services Telecommunications Building.

2.2 Stanley Speech and Hearing Clinic

The Stanley Speech and Hearing Clinic also is housed in the Human Services Telecommunications Building. The Clinic provides a complete range of diagnostic and treatment services to individuals with speech, language, and hearing disorders. In 1992, a classroom adjacent to the faculty offices was converted into six new therapy rooms. All therapy rooms are equipped with observation windows, listening equipment, and video cameras connected to video monitors and video recorders located in the faculty offices. In April of 2004, the Clinic moved to a state of the art facility with eight new therapy rooms complete with observation windows for students and staff, as well as parents, cameras and microphones for viewing by faculty via the VBrick closed circuit internet system. This system also provided the ability for recording of sessions via DVD.

The program has numerous and varied instructional materials. Current clinical software, therapy programs, workbooks, and resource materials are available for student use in the clinic. A wide variety of speech and language tests also is located in the clinic, as are client and student records.

Students have the opportunity to work with videofluoroscopy at Nacogdoches Medical Center, Memorial Hospital Rehab Care, and East Texas Medical Center. In addition, students obtain experience with various augmentative and alternative communication devices at Wilson-McKewen Rehabilitation Center and Nacogdoches Medical Center. Equipment and training also are provided on request by the Region VII Education Service Center.

2.3 Cole Audiology Lab

The program has a four-walled dual room IAC audiometric booth and a dual-channel clinical-research audiometer for on-site evaluation. Portable equipment is available for hearing screening and tympanometry. Additional audiological instrumentation includes 14 portable audiometers, two Maicos, impedance analyzers, a sound level meter, four otoscopes, numerous headphones, and a MedRX video otoscope.

2.4 Speech Science Lab

The program also has a speech science laboratory which houses an IBM Speech Viewer, a Kay Computerized Speech Lab, and a MedRX video laryngoscope.

2.5 Human Neuroscience Lab

The Human Neuroscience Laboratory currently houses a Biologic Navigator (4 channels), a Neuroscan quantitative electroencephalography (qEEG) system with Synamps (16 channels), an Otodynamics system for otoacoustic emissions (spontaneous, transient-evoked, and distortion-product), and a Visagraph II for recording eye movements during reading. New systems to be purchased will add capabilities for biofeedback, plus means for distinguishing sympathetic vs. parasympathic components of the electrocardiogram.

2.6 Resource Center

The Resource Center has Apple and IBM computers which may be used by faculty and students. These computer systems are equipped with speech and large print output, alternative input modes for physically limited students unable to use standard keyboards, and software programs which may be used in report writing and therapy. The Resource Center also houses audio-visual equipment and a videotape library.

2.7 Student Workroom

The program has a room set aside for student clinicians. This room, located directly across the hall from the clinic, is used by students for studying and preparing for therapy. The Student Workroom is equipped with worktables, student mailboxes, bulletin boards, and lockers for storage of students' personal therapy materials. The student room is equipped with computers and printers available for student use.

3.0 Students

3.1 Admissions Data

The program attracts superior students. In spring 1999, and again in fall 2000, the university's highest ranking graduating senior was a speech-language pathology major.

3.2 Student Advisement

The Program Director monitors the progress of all graduate students to ensure that they will meet requirements for graduation, ASHA certification, and Texas licensure. Before registering for courses, all students must obtain an Advisor Form from Dr. Brister. Responsibility for advisement of undergraduate SLP majors is shared by Dr. Brister and the College of Education's Student Advising Center.

Students who receive the master's degree in speech-language pathology must meet all academic and clinical practicum requirements for ASHA certification and Texas licensure in speech-language pathology. The Program Director validates that these requirements have been met before approving the student's petition for graduation.

3.3 Student Records

Students are allowed access to their academic and clinical records at any time upon request. Formally, students review their progress with documents in hand at three points as they move through the program: (1) when they file a degree plan, (2) when they petition for admission to candidacy, (3) when they apply to sit for the comprehensive examination.

The Program Director maintains the student records of academic coursework. Every semester the Program Director updates the list of courses completed by each student. In addition, the Clinic Director monitors clock hours and verifies progress toward clinical requirements.

Students are required to supply undergraduate transcripts and to record their clock hours on a weekly basis. Students also must provide signed copies of clock hours accumulated in their undergraduate programs.

Information about clinic policies and procedures, including professional ethics, confidentiality, infection control, and clock hour requirements, is published in the program's Clinic Handbook. The information in the Clinic Handbook is updated periodically to reflect changes in the clinical education program.

3.4 Americans with Disabilities Act

Stephen F. Austin State University is committed to the principle that in no aspect of its academic and clinical programs shall there be differences in the treatment of persons because of race, creed, national origin, age, gender, or disability, and that equal opportunity be afforded to all. The non-discrimination policy is published in the General Bulletin.

3.5 Disability Services

Students who wish to request accommodations for a disability are referred to Disability Services, where arrangements may be made on an individual basis.

*Contact Information: P.O. Box 6130, Nacogdoches, Texas 75962-6130
Phone: (936) 468-3004; TDD Number: (936) 468-1004
Email: clopez@sfasu.edu or gharrington@sfasu.edu*

Educational programs in the Department of Human Services are conducted in a place and manner accessible to students with disabilities, and reasonable accommodations necessary to achieve this purpose are provided. Within the Speech-Language Pathology Program, accommodations for diversity are made on an individual basis. For example, a student with hearing impairment may use an FM system in the classroom. Faculty members work closely with the director of Disability Services to accommodate students with special needs.

3.6 Financial Aid

Students may apply for financial assistance through the SFA Financial Aid Office, located in the Austin Building.

*Contact Information: P.O. Box 13052, Nacogdoches, Texas 75962-3052
Phone: (936) 468-2403; Email: dgallant@sfasu.edu*

3.7 Graduate Student Assistantships

Graduate assistantships are available and include a tuition waiver and a monthly stipend for living expenses. Two graduate student assistants are assigned to work in the program during fall and spring semesters. They assist the secretary with clerical duties and faculty members with academic tasks. Normally, graduate student assistantships are awarded on an annual basis. Applications are taken during the spring semester.

3.8 Scholarships

The following scholarships are awarded on an annual basis to graduate students enrolled in the SFA Speech-Language Pathology program. The major criteria are academic performance, leadership/professionalism, and financial need.

§ *The Elnita O. Stanley Scholarship is awarded by the Texas Speech-Language-Hearing Foundation. The scholarship check is presented to the recipient at the Foundation's awards dinner during the TSHA annual convention. The scholarship was endowed in 1998 by SFA alumni and faculty to honor Professor Stanley at the time of her retirement after a distinguished 34-year career at SFA.*

§ *The Gilbert C. Hanke Endowed Scholarship Fund was established in 2005 by friends and former students of Gilbert C. Hanke, this scholarship supports a graduate student in Speech/Language Pathology at Stephen F. Austin State University.*

§ *The Elnita Ostrom Stanley Speech Pathology Scholarship is awarded by the SFA Alumni Office. The scholarship was endowed in 1984 by Dr. Stanley.*

§ *The East Texas Speech-Language-Hearing Association Scholarship was awarded by ETSHA. The scholarship was endowed by the members of ETSHA.*

3.9 Who's Who Among Students in American Universities and Colleges

The Who's Who award was created to recognize outstanding students on American campuses of higher education. Selection is based on the following criteria:

- § *scholarship*
- § *participation and leadership in academic and extracurricular activities*
- § *citizenship*
- § *service to the university and community*

Students are judged only on university-level accomplishments with more weight given to SFA activities and awards. Participation in civic activities during university enrollment is weighed as heavily as SFA activities. Recipients at SFA are selected by a committee composed of faculty, staff, and students. Student committee members generally are previous Who's Who recipients. Applications are submitted to the SFA Office of Student Affairs by the fall deadline, usually in October.

Contact Information: Office of Student Affairs, University Center, Room 116, SFA Box 13021, Nacogdoches, TX, 75962, Phone: (936) 468-3703; Fax: (936) 468-1087; osareception@yahoo.com

3.10 Academic Appeals

Students who wish to contest a grade or who believe they have been treated unfairly in any matter relating to academic studies are referred to the SFA Policies and Procedures Manual, Index A-2, Academic Complaints by Students. Students are encouraged to seek resolution with the individuals involved. If the complaint is not satisfactorily resolved, the student may

appeal to the Program Director. Unresolved problems are forwarded to the Department Chair. If the complaint is still unresolved, the student may appeal to the Dean of the College of Education, then to the College Council, and finally to the Vice President for Academic Affairs, whose ruling is binding.

3.11 Academic Probation

To remain in good standing in Graduate School and to graduate, a student must maintain a B average. During any semester or summer session that the grade-point average falls below a B, the student will be placed on academic probation. A student placed on academic probation and failing to restore an overall B average the following semester or summer sessions will be placed on academic suspension. Students on suspension may appeal to their academic dean for permission to enroll for one semester or for one or both of the next summer sessions. A student placed on academic suspension is denied the continuation of an academic program as well as the privilege of registering for coursework. This suspension period is for one semester or one summer session, whichever follows the period after which the suspension occurred. Thereafter, the student will revert to post-baccalaureate admission status and will be permitted to take coursework not applicable toward a degree program. To be reinstated to a degree program, the student must be recommended by the appropriate academic department and approved by the academic dean, the Graduate Council, and the Associate Vice President.

3.12 Clinical Probation

Students who receive a clinic grade lower than B are placed on clinical probation. Students placed on clinical probation are not allowed to enroll in clinical practicum during the next semester, and they are required to follow an individualized remediation program developed by the faculty's Clinical Education Committee.

3.13 Academic Assistance and Resource Center

The Academic Assistance and Resource Center (AARC) of the Steen library offers the following free services for SFA students:

- \$ individual tutoring*
- \$ study groups*
- \$ supplemental instruction*
- \$ trained tutors*
- \$ easy access to computers and library resources*

AARC tutors can help you:

- \$ identify individual learning styles*
- \$ improve notetaking skills*

- \$ *develop learning strategies*
- \$ *identify and clarify key concepts*
- \$ *review previous work*
- \$ *prepare for exams and assignments*

The AARC Writing Center provides trained peer tutors who help students with writing assignments for any course in the following ways:

- \$ *finding a topic*
- \$ *formulating a thesis*
- \$ *organizing ideas and structuring the essay*
- \$ *providing sufficient detail*
- \$ *avoiding the pitfalls of logical fallacies*
- \$ *developing proofreading and editing skills*

The AARC's Students with Disabilities Services (SDS) provided the following services to students with specialized learning needs:

- \$ *retrieval of library materials*
- \$ *assistance with adaptive equipment*
- \$ *access to public catalog*
- \$ *coordination of alternative academic support*

Contact Information: (936) 468-4108

rrwright@sfasu.edu

<http://libweb.sfasu.edu/aarc/aarc.htm>

3.14 Library Information Network Center

The Library Information Network Center (LINC) on the first floor of the Steen Library has more than 130 PC's. Students can use the computers for everything from research to word processing, spreadsheets to Power Point presentations. Internet access is available from every computer, and printing services and scanners are available.

4.0 Curriculum

4.1 Course Sequence

The Master of Science degree in speech-language pathology consists of a minimum of 57 semester hours of coursework, including enrollments in clinical practica. Students are admitted to the program only in the fall of each year, and they take classes as a cohort in a specified sequence over the course of two years. There are no elective courses. Students are required to enroll in SPH 504 every semester until they graduate from the program.

FIRST YEAR

Fall

SPH 504	Clinical Practicum	Staff
SPH 506	Dysphagia	Hanke
SPH 507	Speech Science	Lauter
SPH 512	Cleft Palate and Voice Disorders	Staff
SPH 511	Advanced Audiology	Brister

Spring

SPH 500	Aphasia	Hanke
SPH 504	Clinical Practicum	Staff
SPH 510	Central Auditory Processing Disorders	Lauter
SPH 508	Neuropathologies of Speech	Staff
SPH 514	Communication Disorders in Multicultural Populations	Staff

Summer I

SPH 504	Clinical Practicum	Staff
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Summer II

SPH 504	Clinical Practicum	Staff
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SECOND YEAR

Fall

SPH 501	Phonological Disorders	Staff
SPH 502	Fluency Disorders	Staff
SPH 504	Clinical Practicum	Staff
EPS 550	Research Methods	Ninness

Spring

SPH 503	Language Disorders in Children	Staff
SPH 504	Clinical Practicum	Staff
SPH 509	Research in Speech-Language Pathology Comprehensive Examination	Brister/Lauter

4.2 Course Descriptions

SPH 500 Aphasia

Language and communication disorders due to neuropathic deficits.

Prerequisites:

Graduate standing or consent of instructor and SPH 480.

SPH 501 Phonological Disorders

Advanced study of etiologies, symptomatology, evaluation, and remediation of phonological disorders. Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 502 Fluency Disorders

Advanced study of the nature, etiology, evaluation and remediation of stuttering.

Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 503 Language Disorders in Children

Study of the nature, etiology and remediation of language disorders in children.

Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 504 Clinical Practicum: Speech-Language Pathology

3 semester hours, one hour lecture and six hours lab per week. May be repeated for additional credit. Prerequisites: GPA of at least 3.0 in major courses and approval of screening committee; 25 observation hours.

SPH 506 Dysphagia

Study of the nature, etiology, evaluation, and treatment of swallowing disorders.

Prerequisites: SPH 233 and graduate standing.

SPH 507 Speech Science

Physical bases and processes of the production and perception of speech, language, and hearing. Prerequisites: SPH 210 and 233.

SPH 508 Neuropathologies of Speech

Etiology, symptomatology, assessment, and therapeutic intervention for the dysarthrias and apraxias of speech associated with cerebral palsy and other neurogenic disorders.

Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 509 Seminar: Research in Speech-Language Pathology

Advanced study of research techniques in speech-language pathology.

Includes evaluation and analysis of research methodologies and experimental designs.

Prerequisites: 12 semester hours of speech-language pathology and audiology and EPS 550.

SPH 510 Special Studies in Speech-Language Pathology and Audiology

A study of current topics in speech-language pathology and audiology.

May be repeated when topic changes. Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 511 Advanced Audiology

Advanced study of audiology, including instrumentation, administration, and interpretation of impedance audiometry. Includes study of prevalent types of hearing disorders in children and adults. Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 512 Cleft Palate and Voice Disorders

Advanced study of etiologies, symptomatology, evaluation, and remediation of speech and language problems associated with craniofacial anomalies and voice disorders.

Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 514 Communication Disorders in Multicultural Populations

Nature and treatment of communication disorders in culturally and linguistically diverse populations. Prerequisites: 12 semester hours of speech-language pathology and audiology.

EPS 550 Research Methods

Advanced study of research procedures.

4.3 Research Courses

The program's curriculum places a strong emphasis on research. Undergraduate students are required to enroll in one of the following courses: PSY 230 (Experimental Methods) or MTH 220 (Introduction to Probability and Statistics). During their second year, graduate students take EPS 550 (Research Methods) and SPH 509 (Research in Speech-Language Pathology) in a fall-spring sequence. While taking

these two courses, students design and complete an original research project involving the collection and statistical analysis of experimental data. The research projects include extensive literature reviews. At the end of the spring semester, the project culminates in an afternoon of poster sessions presented by the students and attended by faculty and students. Topics typically include many clinical efficacy studies. Several graduate students have presented their research at ASHA and TSHA conferences in past years.

4.4 SPH 504

For the lecture component of SPH 504 (Clinical Practicum), students meet as a class with a faculty member for one hour per week each fall and spring semester. Each semester the emphasis changes so that one of the following topics is covered in-depth: professional issues, medical issues, scope of practice, mock staffings. In this manner, every group of graduate students rotates through the four topics during the two years of graduate study, and no student covers the same topic more than once.

The topic of professional issues includes detailed coverage of certification and licensure requirements, as well as the ASHA Code of Ethics and how it applies to the protection of the welfare of clients.

4.5 Teaching Evaluation

Students evaluate courses just completed in terms of organization, clarity of presentation, level of information, and other relevant features. Students are asked to suggest changes in the course which would improve its value. Computerized forms are used and the results tabulated. Student clinicians evaluate their supervisors using a form designed by the program.

4.6 Course Competencies

See individual course syllabi.

5.0 Admission to Candidacy

5.1 Graduate Degree Plan

During the first semester of graduate study, each student develops a degree plan with the Program Director. The degree plan lists all courses needed for the student to meet graduation, ASHA certification, and Texas licensure requirements, including any deficiencies. A copy of the degree plan is kept in the student's file, a copy is maintained in the office of the Dean of the College of Education, and a copy is provided to the student.

On rare occasions, it may become necessary for a student to make changes to the approved degree plan. In such cases, the student must obtain approval from the Program Director and file a Petition to Change the Degree Plan.

5.2 Admission to Candidacy

University policy requires that after the completion of 12 semester hours, graduate students must formally apply for admission to candidacy. During the second semester of graduate study, each student meets individually with the faculty to review the student's performance in all areas of the program, including academic coursework, clinical practicum, and research. Any problems or deficiencies noted by the faculty are shared with the student. A grade point average of 3.0 is required for admission to candidacy. Students who are performing well are congratulated by the faculty. At this time, students are given the opportunity to share opinions or concerns about the program.

6.0 Comprehensive Examination

6.1 Description

During the final semester of graduate study, students are evaluated by means of a written, comprehensive examination. Questions follow essay and multiple choice formats, and they include case analysis. The primary focus of the exam is to determine if students can synthesize and apply information. The eight-hour exam is taken on two days in two four-hour periods. Normally, the test is offered only during the spring semester. To be eligible to sit for the comprehensive examination, students must be enrolled in at least one course at SFA.

6.2 Content

The comprehensive examination covers the following six content areas:

I. Basic Communication Processes

- 1. Anatomy and physiology of the speech mechanism***
- 2. Anatomy and physiology of the hearing mechanism***
- 3. Speech production***
- 4. Speech perception***
- 5. Acoustics and physics of sound***
- 6. Development of speech and language***
- 7. Cognitive aspects of language***
- 8. Social aspects of language***
- 9. Acquisition and use of language by culturally different groups***

II. (a) Evaluation and (b) Intervention of Communication Disorders

- 1. Principles and strategies of assessment***
- 2. Principles and strategies of intervention***
- 3. Documentation and data recording***
- 4. Base rates***
- 5. Follow-up***

III. Specific Disorders (Etiology, Behavioral Characteristics and Types)

- 1. Fluency***
- 2. Voice***
- 3. Articulation and Phonology***
- 4. Cranio-Facial***
- 5. Symbolic***
- 6. Motor speech, including dysarthria and apraxia***
- 7. Disorders needing augmentative communication***

8. *Dysphagia*

IV. *Audiology and Aural Rehabilitation*

1. *Pathology of the auditory system*
2. *Evaluation of the auditory system and interpretation of test results, including speech, audiometry and speech discrimination*
3. *Hearing screening and conservation*
4. *Aural habilitation and rehabilitation*
5. *Medical surgical management*
6. *Hearing aid selection and use*
7. *Communicative, social, and emotional implications of hearing loss*

V. *Theoretical and Empirical Aspects of the Scientific Method*

1. *Principles of scientific inquiry*
2. *Inferential statistics*
3. *Descriptive statistics*

VI. *Professional Issues*

1. *Ethical behavior, including informed consent and guaranteed cure*
2. *Administrative issues*
3. *Interdisciplinary relations*

6.3 Scoring

Each student's exam is blind graded by every faculty member, and the pass/fail status of each content area on each student's exam is determined by faculty vote. Results of the comprehensive examination are reported to students one week after completion of the exam. If they choose, students may make an appointment to receive their results in person from the faculty. In any case, a written report of results will be mailed to the student on the reporting day. Exam results will be reported only in these two ways.

6.4 Rewrites

Students who fail a minor part of the exam are required to retake that portion of the exam during the same semester. Students who fail a major part of the exam are required to retake the entire exam the next semester following an individualized remediation program developed by the faculty's Comprehensive Examination Committee. In order to graduate, students must pass the comprehensive examination.

6.5 Application

In order to apply for the exam, the student must submit to Dr. Brister copies of (1) degree plan, (2) transcript of graduate work completed, and (3) proof of registration for

the National Examination. Application to take the comprehensive examination must be made no later than four weeks prior to the date of the exam. The student is responsible for making application for the comprehensive examination by obtaining a Comprehensive Examination Application from the program office.

6.6 ETS Registration Requirement

Before they are allowed to sit for the comprehensive examination, students must present evidence of having registered for the National Examination with the Educational Testing Service.

7.0 National Examination

7.1 Description

The National Examination in Speech-Language Pathology and Audiology (NESPA) is taken during the last semester of graduate study. Students should not take the exam at an earlier date.

Format: 150 Multiple Choice Questions in 120 minutes

- *Types of Questions:*
 - A Questions: Questions of fact in one area*
 - B Questions: Involve two or more areas*
 - C Questions: Read case histories, then answer questions*
- *In recent years, NESPA has fewer A Questions and more B and C Questions.*
- *Approximately 95% of test takers finish the test in the time allotted.*
- *The pass rate nation-wide is about 92%.*
- *It is better to guess than to leave questions unanswered.*
- *The ETS is in the process of developing a new NESPA study guide.*
- *ASHA is in the process of developing a web page on the NESPA.*
- *The new NESPA will have 8 diagnostic categories with at least 8 questions per category.*

Bring these things with you to the test site:

- *Photo ID with name, photograph, and signature (name on admission ticket must match ID)*
- *Admission ticket*
- *No. 2 pencils and erasers*
- *Watch (no alarms, calculators, or beeping watches are permitted)*
- *Test-At-A-Glance Booklet (TAAG)*

7.2 Content

Speech-Language Pathology (0330)

<i>Content Categories</i>	<i>Approximate Number of Questions</i>	<i>Approximate Percentage of Examination</i>
<i>I. Basic Human Communication Processes</i>	<i>25</i>	<i>17%</i>
<i>II. Phonological and Language Disorders</i>	<i>28</i>	<i>19%</i>
<i>III. Speech Disorders</i>	<i>20</i>	<i>13%</i>
<i>IV. Neurogenic Disorders</i>	<i>29</i>	<i>19%</i>
<i>V. Audiology/Hearing</i>	<i>8</i>	<i>5%</i>
<i>VI. Clinical Issues</i>	<i>28</i>	<i>19%</i>
<i>VII. Professional Issues/Psychometrics/Research</i>	<i>12</i>	<i>8%</i>

Topics Covered

The following list represents the topics covered in editions of the test that are currently being administered. The Roman numerals in parentheses refer to standards set by the American Speech-language-Hearing Association.)

I. Basic Human Communication Processes (III-C)

- *Language acquisition and learning theory ACQ (2-4)*
 - normal development of speech and language
 - child language
 - developmental norms in phonology, syntax, semantics, and pragmatics
 - theoretical models of learning related to language and cognition
 - behavior management and modification
 - cognitive development
 - developmental, motor, and linguistic processes
- *Language science LIN (1-2)*
 - the structure of language
 - the phonetic and phonological representations of speech sounds
 - phonological theory as it relates to normal development
 - grammatical categories
 - morphology, syntax, semantics, and pragmatics, as these fields relate to normal language processing and production
- *Learning theory*
 - theoretical models of learning related to language and the effective treatment of disorders
 - behavior management and modification
 - cognitive development
 - developmental, motor, and linguistic processes
- *Multicultural awareness MUL (4-6)*
 - applications of theoretical models of language in society to a variety of linguistic and cultural groups
 - cultural and socioeconomic factors that influence speech and language
 - communicative differences between speakers of the same language, including idiolectal and dialectal distinctions
 - considerations for evaluations of individuals whose first language/dialect is not Standard American English
 - distinguishing first language/dialect interference from speech/language disorders
 - nonverbal communication
- *Speech Science*
 - principles of acoustics as related to speech sounds ACO (2-4)
 - the anatomy and physiology of the vocal tract and other organs and structures related to the production, reception, and processing of speech

and language ANA (2-4)
-neurology, especially in relationship to communication processes NEU (2-4)

II. Phonological and Language Disorders (III-D)

- *Phonological disorders PHO (10-12)*
-articulation disorders
- *Language disorders LGD (10-16)*
-developmental language disorders
-language delay

III. Speech Disorders (III-D)

- *Fluency disorders FLU (6-8)*
-theories of fluency
-neurological and psychological factors
- *Resonance disorders VPI (4-6)*
-hypernasality
-hyponasality
-cleft palate
- *Voice disorders VOI (6-8)*
-alaryngeal speech
-hoarseness
-harshness
-psychological and physiological variables

IV. Neurogenic Disorders (III-D)

- *Neurological disorders*
-aphasia APH (5-8), progressive disorders, motor disorders MOT (5-8), traumatic brain injury
-cognitive communication disorders CCD (5-8)
- *Dysphagia DYS (5-8)*
-the process of swallowing
-causes and effects of swallowing disorders

V. Audiology/Hearing (III-D) AUD (8-10)

- *Hearing science HEA (2-3)*
-principles of hearing and issues of intervention relevant to the practice of speech-language pathology
-anatomy and physiology of the hearing mechanism
-congenital and acquired hearing loss in children and adults
- *Audiological assessment AUA (2-3)*
-hearing screening for clients of all age levels

- interpretation of audiograms and tympanograms*
- *Auditory habilitation and rehabilitation HAB (2-4)*
 - appropriate management of clients with hearing loss*

VI. Clinical Issues (III-E)

- *Alternative/augmentative communication AAC (3-5)*
 - assessment and appropriate use of alternative/augmentative communication devices*
 - determining candidacy for alternative/augmentative devices*
- *Counseling COU (1-3)*
 - interpersonal communication and counseling techniques*
 - communicating information about assessment and treatment plans, progress, and results*
 - transmitting evaluation results*
- *Documentation and monitoring client progress DOC (1-3)*
 - writing useful and professional reports*
 - communicating appropriately to other professionals concerning the client's history*
 - collecting and using information from other agencies in an appropriate manner*
 - data gathering and interpretation*
 - determining termination criteria based on prognosis, progress, and motivation*
 - procedures for referral and follow-up*
- *Efficacy EFF (2-4)*
 - determining and communicating information about the outcomes of assessment and treatment*
- *Instrumentation INS (2-4)*
 - instrumentation used in speech and language analysis*
 - the purpose, use, and applications of technological developments with respect to speech and language disorders*

7.3 Scoring

A passing score is 600 or above. It may take 4-6 weeks to receive your test score.

7.4 Application

Obtain the Praxis Series Registration Bulletin and the Praxis Series Test-at-a-Glance (TAAG) booklet from the Educational Testing Service (ETS) by calling 800-772-9476 or e-mail praxis@ets.org. Visit the ETS Teaching and Learning Division online at www.ets.org/praxis/prxreg.html for information on how the assessments are used, how to register to take the tests and how to get your scores. Register directly with ETS for the test date and location that best meet your needs. You can register online at www.ets.org/praxis. If you choose to register by mail, a registration form is included in

the Registration Bulletin.

When registering for the exam, pay particular attention to the following items on the registration form:

Item 11 College Where you Received Training Relevant to the Test. *Using the Attending Institution/Recipient Code List (List C), enter the university where you will receive your graduate degree (SFA).*

Item 12 Agencies to Receive Score Reports. *Using the Speech-Language Pathology and Audiology Recipient Code List (List C), enter the code that designates where you want your score reports sent. You may choose up to three institutions or agencies. For those planning on obtaining ASHA certification, exam results MUST be sent directly to ASHA from ETS (use code R5031). You also should have your score sent to SFA and to the State Board of Examiners.*

You should receive your admission ticket at least one week before your scheduled test date. If you do not receive a ticket by th time or if you lose your ticket, call 609-771-7395. See the Registration Bulletin for instructions on how to change your test, test center, or test date or on how to cancel your test registration. A complete listing of Test Center sites is available in the ETS Registration Bulletin at www.ets.org/praxis.

You may contact the ETS for more information as follows:

Telephone (609) 771-7395

For Disability Services: (609) 771-7780

For deaf and hard of hearing TTY: (609) 771-7714

E-mail: praxis@ets.org

Fax: (609) 530-0581 or (609) 771-7906

Online: www.teachingandlearning.org

Mail: Teaching and Learning Division, ETS, P.O. Box 6051, Princeton, NJ 08541-6051

Overnight Mail: Teaching and Learning Division, ETS Distribution Center, 225 Phillips Blvd., P.O. Box 77435, Ewing, NJ 08628-7435

7.5 Study Guides

The TAAG booklet, which describes in detail information that will be included in the Praxis examinations in speech-language pathology and audiology, is developed by ETS each year and is updated regularly. Some of the information in the TAAG booklet includes:

- *What Is the Praxis All About?*
- *Testing Requirements*
- *Passing Scores*
- *Test Formats and Questions*

- *Test-Taking Strategies*
- *How Test Preparation Can Help You*
- *If You Must Repeat a Test*

The TAAG booklet also includes test descriptions and practice exam questions for speech-language pathology and audiology. For more information about the TAAG or the Registration Bulletin, go to www.ets.org/praxis.

8.0 ASHA Certification

8.1 Requirements for Certification

The Certificates of Clinical Competence (CCC) in Speech-Language Pathology and Audiology are awarded by ASHA's Council for Clinical Certification. The CCC allows the holder to provide independent clinical services and to supervise the clinical practice of student trainees, clinicians who do not hold certification, and support personnel. Individuals who hold the CCC or are in the certification process must abide by the ASHA Code of Ethics. New standards for the Certificate of Clinical Competence will go into effect in 2005 for speech-language pathology and 2007 for audiology.

8.2 Certification Standards

I. Degree

Master's or Doctoral degree. All coursework and practicum requirements must have been initiated and completed at an ASHA accredited university program.

II. Academic Coursework (75 hours)(36 hours at the graduate level)

III. Clinical Observation and Practicum (400 hours)

A. Clinical Observation (25 hours)

- *Prior to beginning clinical practicum*

B. Direct Client contact (375 hours)

Note: The above standards are minimum requirements. All practicum supervision must be provided by individuals who hold the current Certificate of Clinical Competence in the appropriate area of practice.

IV. National Examination

All applicants must pass the National Examination within two years after ASHA has approved academic coursework and clinical practicum.

V. Clinical Fellowship

All applicants must successfully complete the Clinical Fellowship within four years of the date coursework and clinical practicum were completed.

8.3 Application for Certification

During their last semester of graduate study, students meet with the Program Director to complete their applications for ASHA certification. When applying for certification,

students must submit the following materials to the ASHA Certification office:

- *a properly completed and signed application (sections 1-6, 19-21)*
- *degree verification*
- *National exam score (Exam scores must be sent directly from ETS to ASHA to be applicable toward certification. When you register to take the exam, request that your score be reported directly to ASHA.)*
- *application fees and certification dues*

For additional information, contact ASHA's Action Center (800-498-2071).

9.0 ASHA Clinical Fellowship

9.1 Description

All applicants for ASHA certification are required to successfully complete a clinical fellowship (CF) in addition to the required academic and practicum experiences and the National Examination. The clinical fellowship is an important transitional phase between supervised graduate-level practicum and the independent delivery of services.

9.2 Clinical Fellows

The clinical fellow is an individual who is obtaining the supervised professional clinical experience required to obtain the CCC. Professional experience includes direct patient contact, consultations, record keeping, or any other duties relevant to a bona fide program of clinical work. The clinical fellow may not supervise students in clinical practicum.

Academic and clinical practicum requirements must be completed before the clinical fellowship is initiated. The clinical fellow must request supervision from a person holding a current CCC in the area in which certification is sought. It is the responsibility of the clinical fellow to verify the certification status of the clinical fellowship supervisor before initiating the experience and to verify the supervisor's continuing certification throughout the duration of the clinical fellowship experience. Individuals may verify the certification status of their supervisor in the following ways: (a) Call ASHA's Action Center at its toll-free number (1-800-498-2071), (b) Call the Certification office at the National Office (301-897-5700, ext. 4546), or (c) Ask to see your supervisor's ASHA membership card with the expiration date.

Information to note:

- \$ A family member or individual related in any way to the clinical fellow may not serve as a clinical fellowship supervisor.*
- \$ If dual certification is sought, full clinical fellowship requirements must be met in each area.*
- \$ ASHA's Ethical Practice Board has determined that clinical fellows may specify "CF/SLP" after their names.*
- \$ It is the clinical fellow's responsibility to abide by the ASHA's "Code of Ethics" during the clinical fellowship.*

9.3 Length of Clinical Fellowship

The clinical fellowship is defined as no less than 36 weeks of full-time professional employment. A minimum of 30 hours of work per week constitutes full-time employment. At least 80% of the clinical fellowship work week must be in direct client contact (assessment, diagnosis, evaluation, screening, habilitation, or rehabilitation) related to the management process. Thus, in a 30-hour work week, at least 24 hours

must be devoted to direct clinical activities. The clinical fellowship requirement can also be met by less than full-time employment. For example, if the clinical fellow works:

- \$ 25-29 hours per week, the length of the clinical fellowship must be at least 48 weeks*
- \$ 20-24 hours per week, the length of the clinical fellowship must be at least 60 hours*
- \$ 15-19 hours per week, the length of the clinical fellowship must be at least 72 weeks*

Professional employment of less than 15 hours per week may not be used to fulfill any part of the clinical fellowship requirement. If the clinical fellowship is not completed within 4 years of the date the academic and practicum education is completed, the clinical fellow must reapply and meet the academic and practicum requirements in effect at the time of reapplication.

9.4 Clinical Fellowship Supervisor

A clinical fellow can be supervised only by an individual holding a valid CCC in the professional area in which the clinical fellow is seeking certification. A family member or individual related in any way to the clinical fellow may not serve as the clinical fellowship supervisor.

If the clinical fellowship supervisor's certification lapses, the clinical fellow may be required to extend the clinical fellowship.

If a clinical fellow is supervised by multiple individuals, it is the responsibility of one clinical fellowship supervisor to collate the evaluations of all supervisors and to verify that the policies governing supervision and evaluation have been met. All clinical fellowship supervisors must hold a current CCC in the area in which certification is sought and must maintain this certification throughout the period of supervision. Clinical fellowship supervisors should not accept compensation for supervision from the clinical fellow being supervised, beyond reasonable reimbursement for direct expenses.

9.5 Evaluation of Clinical Fellows

The Standards for the Certificates of Clinical Competence require the clinical fellowship supervisor to conduct periodic formal evaluations of the clinical fellow. The supervisor must conduct at least three formal evaluations using the Clinical Fellowship Skills Inventory, spaced uniformly throughout the clinical fellowship. No later than 4 weeks after the clinical fellowship is completed, the clinical fellow and the clinical fellowship supervisor must sign, date, and submit to the National Office for review by the CCB at Clinical Fellowship Report and the Clinical Fellowship Skills Inventory Rating Form reflecting the three formal evaluations.

10.0 State Licensure

10.1 State Board of Examiners

The Texas Legislature established the State Board of Examiners for Speech-Language Pathology and Audiology to regulate speech-language pathologists and audiologists in the state of Texas on September 1, 1983. Following sunset review, the licensure law was extended on September 1, 1993. The Board adopts rules to regulate the qualifications and practice of Speech-Language Pathologists and Audiologists, including assistants in Pathology, and interns in Audiology, licensed in Texas. The Board also issues registrations for Audiologists and interns in Audiology to fit and dispense hearing instruments.

The State Board of Examiners for Speech-Language Pathology and Audiology was created administratively within the Texas Department of Health. Complaints are filed with the Texas Department of Health Complaint Investigations Unit of the Professional Licensing and Certification Division.

Board Activities:

Adopt rules to establish standards including a Code of Ethics

- *Evaluate credentials*
- *Issue initial and renewal licenses and registrations*
- *Register audiologists and interns of audiology to fit and dispense hearing instruments*
- *Evaluate continuing education requirements for renewal*
- *Investigate complaints*
- *Deny, revoke, or suspend licenses or other disciplinary actions after opportunity for a hearing has been offered*
- *Publish a newsletter*

10.2 Requirements for Licensure

Note: In Texas, it is against the law to practice as an audiologist or speech-language pathologist without a license.

Education and Experience Required for Licensure:

SLP License

- *master's degree (75 semester credit hours)*
- *375 hours of supervised clinical practicum*
- *36 weeks of full-time or equivalent part-time supervised professional experience*
- *passage of the National Examination*

Assistant License

- *bachelor's degree with an emphasis in speech-language pathology or audiology*
- *25 hours of clinical observation*
- *24 semester hours in speech-language pathology and audiology with at least 18 in the area in which the applicant is applying*

Intern License

- *master's degree from an accredited institution in one of the areas of communicative science or disorders*
- *coursework in specific areas*
- *25 clock hours of clinical observation*
- *375 clock hours of clinical experience*

Temporary Certificate of Registration

- *Completion of 36 weeks of full-time supervised professional experience (internship) and be registered to take the National Examination.*

Definitions:

“Intern” means an individual licensed to practice under supervision while completing the post-mater’s degree 36 week full-time internship. The licensed intern may pursue the American Speech-Language-Hearing Association Clinical Fellowship simultaneously; however, approval from ASHA to begin the CFY is not a license to practice.

“Assistant” means an individual who possesses a baccalaureate degree in communicative sciences and disorders licensed to practice under supervision. The practice of assistants is very limited.

The intern license and the assistant license are issued in either the area of speech-language pathology or the area of audiology. The supervisor must be licensed in the same professional area.

Licensed Speech-Language Pathologists, Licensed Interns in Speech-Language Pathology, and Licensed Assistants in Speech-Language Pathology may participate in universal newborn hearing screening as defined by the Texas Health and Safety Code, Chapter 47.

10.3 Application for Licensure

During their last semester of graduate study, students meet with the Program Director to complete their applications for state licensure. When applying for licensure, students must submit the following materials to the State Board of Examiners:

- *a properly completed and signed Application Form*

- *a Course Work and Clinical Experience Form for Interns signed by the Program Director*
- *an original or certified copy of college transcripts*
- *National Examination score (When you register to take the exam, request that your score be reported to the Board.)*
- *a nonrefundable application fee*

To obtain an application packet or for any other information or inquiries, contact:

State Board of Examiners of Speech-Language Pathology and Audiology, Texas

Department of Health, 110 West 49th Street, Austin, Texas 78756-3183, USA

Email: speech@tdh.state.tx.us; Telephone: (512) 834-6627; Fax: (512) 834-6786

Web: <http://www.tdh.state.tx.us/hcqs/pls/speech.htm>

The physical address, should you wish to visit, is: 8407 Wall Street, Suite S420, Austin, Texas 78754. Note: Do not use this address as a mailing address.

11.0 Continuing Education

11.1 Definition

Continuing education (CE) beyond the graduate degree is required by Texas law and to meet professional and ethical standards. CE hours are measured in continuing education units (CEU's). One CEU is defined as ten contact hours of participation in an approved continuing education experience.

11.2 Continuing Education Requirements

Texas Licensure:

§ *One CEU is required annually for license renewal, 1.5 CEU for a dual license.*
§ *SLP and AUD assistants also must obtain one CEU per year.*

ASHA Certification:

§ *One CEU will be required annually for SLP certification renewal under the new ASHA standards after January 1, 2005.*

11.3 Award for Continuing Education

ASHA's Award for Continuing Education (ACE) is earned through the accumulation of 7.0 ASHA CEU's in a three-year period. The ACE recognizes commitment to continuing education and lifelong learning. The ACE is available to all ASHA members who hold the Certificate of Clinical Competence. Participation in the ACE program is voluntary.

11.4 ASHA CE Registry

The ASHA CE Registry is a computerized database that awards ASHA CEU's on behalf of ASHA's Continuing Education Board (CEB), and maintains a permanent, cumulative transcript of your ASHA CEUs. In order to have the ASHA CE Registry award your ASHA CEUs and provide a transcript of your cumulative ASHA CE record, you need to pay the annual ASHA CE Registry Fee. The fee allows you to record on the ASHA CE Registry an unlimited number of ASHA CEUs earned through courses offered by ASHA Approved CE Providers during that calendar year.

When you successfully complete a course offered for ASHA CEUs, the ASHA Approved CE Provider forwards your eligibility for CEUs directly to the ASHA CE Registry. The CE Registry then awards your ASHA CEUs. Anyone can use the ASHA CE Registry to maintain a permanent record of his or her participation in ASHA CE. Many professionals find it a convenient way to record CEUs that can be forwarded to licensure boards, employers, or credentialing bodies.

Participation in the Continuing Education Registry is optional; therefore, your Continuing Education (CE) Registry fee is in addition to your ASHA Membership Dues. If

you have questions about the ASHA CE Registry, contact the Registry staff by phone at 800-498-2071 or email continuinged@asha.org.

12.0 Professional Organizations

Active participation in professional organizations is vital to professional success. Speech-language pathologists and audiologists must belong to professional associations if they are to stay current in the field of communication disorders. Graduate students are encouraged to join TSHA and the SFA Chapter of NSSLHA. Application forms are available in the program office.

12.1 American Academy of Audiology

The American Academy of Audiology (AAA) was founded in January 1988 when a group of audiology leaders met at the invitation of Dr. James Jerger at the Baylor College of Medicine in Houston, Texas. Jerger was elected to be the first President. The first National Convention of the Academy was held in Kiawah Island, SC in April 1989. Membership in the American Academy of Audiology requires specific credentials and a minimum of a master's degree in audiology from an accredited university.

AAA publishes a research journal, the Journal of the American Academy of Audiology, 10 times per year, a bimonthly membership bulletin, Audiology Today, and a newsletter, Audiology Express, published on an as-needed basis.

Contact Information: 800-AAA-2336, Fax: 703-790-8631

12.2 American Speech-Language-Hearing Association

The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association for more than 100,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists. ASHA's mission is to ensure that all people with speech language, and hearing disorders have access to quality services to help them communicate more effectively.

ASHA Activities:

- \$ awards the Certificate of Clinical Competence*
- \$ accredits graduate education programs*
- \$ informs the public about communication disorders*
- \$ administers the ASHA Code of Ethics*
- \$ sponsors continuing education, including an annual convention*
- \$ defines the scope of practice*
- \$ establishes professional guidelines and publishes position statements*
- \$ publishes research journals*

ASHA Publications:

- § *American Journal of Audiology - AJA is published first online, with articles posted on a rolling basis soon after they complete peer review. Print issues of AJA are published in June and December of each year. AJA pertains to all aspects of clinical practice in audiology.*
- § *American Journal of Speech-Language Pathology - AJSLP, published quarterly in February, May, August, and November, pertains to all aspects of clinical practice in speech-language pathology.*
- § *Journal of Speech, Language, and Hearing Research - JSLHR, published six times a year in February, April, June, August, October, and December, pertains broadly to studies of the processes and disorders of hearing, language, and speech and to the diagnosis and treatment of such disorders.*
- § *The ASHA Leader - The ASHA Leader pertains to news and developments in the field of communication disorders. It is published twice monthly except monthly in January and July and three times in May.*

12.3 American Speech-Language-Hearing Foundation

The American Speech-Language-Hearing Foundation, created in 1946 by Wendell Johnson, is a charitable organization working to promote a better quality of life for children and adults with communication disorders. Its mission is to advance knowledge about the causes and treatment of hearing, speech, and language problems. To achieve these goals, the Foundation raises funds from individuals, corporations, and organizations. Proceeds from fund-raising activities support research, graduate education, and special projects that foster discovery and innovation.

12.4 National Student Speech-Language-Hearing Association

Founded in 1972, NSSLHA is the national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA has approximately 13,000 members with chapters in more than 285 colleges and universities. The organization publishes a journal, Contemporary Issues in Communication Science and Disorders.

The SFA chapter of NSSLHA is one of the most active and acclaimed in the state. The award-winning student organization meets regularly during the year to sponsor service projects, hear guest speakers, and attend social events. Since 1988, the group has hosted an annual Winter Conference at the University as a professional service and fund-raiser. The conference features nationally recognized speakers from the field of communication disorders. Proceeds from the conference enable NSSLHA members to attend the annual convention of the Texas Speech-Language-Hearing Association.

NSSLHA CONFERENCE SPEAKERS

Year	Speaker	Topic
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1988	Patricia Cole	Preschool Language Disorders
1989	Daniel Boone	Voice Disorders
1990	Robin Parrish	Language Learning Disabilities
1991	Richard Shine	Fluency Disorders
1992	Barbara Hodson	Phonological Disorders
1993	Elizabeth Wiig	Language Learning Disorders
1994	Judy Montgomery	Child Language Literacy Disorders
1995	Audrey Holland	Aphasia
1996	Louis Rossetti	Infant and Toddler Intervention
1997	Vicki Lord Larson	Adolescent Language Disorders
1998	Charlotte Boshart	Oral Motor Techniques
1999	Cheryl Metz	Autism
2000	Nancy Swigert	Pediatric Dysphagia
2001	Robert Shprintzen	Syndromes
2002	Carol Westby	School-Age Language Disorders

12.5 Texas Speech-Language-Hearing Association

After the 1956 annual meeting of the Gulf Coast Chapter of the International Council of Exceptional Children, a concern grew that a separate organization for speech therapists was needed in Texas. Genevieve Arnold and Jack Bangs developed a questionnaire that was mailed to ASHA members and public school therapists in the state to determine if the concern was widespread. On September 29, 1956 and organizational meeting was held in San Marcos at Southwest Texas State Teacher's College. At this meeting TSHA came into being. Jack Bangs was elected the first president and Elizabeth Bradley the first vice-president. TSHA membership has grown from 117 in 1957 to more than 4,000 members today.

The mission of the Texas Speech-Language-Hearing Association is to empower speech-language pathologists and audiologists in the spirit of partnership with consumers and families. TSHA is committed to achieving excellence in education, professional development, and leadership through the application of the human and financial resources of the association.

TSHA Activities:

- \$ promotes the professions of audiology and speech-language pathology
- \$ encourages scientific study and clinical research
- \$ sponsors continuing education, including an annual convention
- \$ promotes public awareness of communication disorders
- \$ encourages legislative and professional advocacy

TSHA Publications:

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Texas Journal of Audiology and Speech Pathology (TEJAS)

Communicologist Newsletter

TSHA Membership Directory

Contact Information: Texas Speech-Language-Hearing Association, P.O. Box 140649, Austin, TX 78714-0649; Phone: 512-452-4636; Toll Free: 888-SAY-TSHA; Fax: 512-454-3036; Email: tsha@assnmgmt.com

12.6 Texas Speech-Language-Hearing Foundation

The Texas Speech-Language-Hearing Foundation (TSHF), a non-profit organization, was formed in 1985 to administer a scholarship endowed by the Braniff Women's Auxiliary for students in the fields of speech-language pathology and audiology. Reorganized in 1992, TSHF continues to add scholarships and research funds and hosts a yearly educational leadership conference.

The mission of the Foundation is to support student scholarships, clinical research, community service, educational programs, and leadership in the professions of speech-language pathology and audiology.

Educational Programs:

TSHF hosts the annual Mauzy Leadership Conference, a two-day seminar featuring speakers on topics relating to the fields of speech-language pathology and audiology.

Capital Fund:

The Frank Brister Capital Fund was created in 1999 to provide funding for operating expenses of the Foundation as well as support TSHF special projects.

Gilbert C. Hanke Endowed Scholarship Fund:

Supports a graduate student in Speech/Language Pathology at Stephen F. Austin State University.

Elnita O. Stanley Scholarship:

Recipient must be a graduate student at Stephen F. Austin State University

Presentation of Fund Awards:

Scholarships and research grants are awarded during the Annual Awards Dinner at the annual convention of the Texas Speech-Language-Hearing Association. At that time new Fellows, Sponsors, and Patrons are also recognized.

12.7 East Texas Speech-Language-Hearing Association

The East Texas Speech-Language-Hearing Association is a regional professional organization which was established due largely to the efforts of Doris McDowell of Longview, Texas. The mission of ETSHA is to:

- \$ provide continuing education to area audiologists and speech-language pathologists*
- \$ promote public awareness and influence public opinion about the professions*
- \$ inform members about legislation and professional issues*
- \$ provide support and encouragement to members*
- \$ endow scholarships*

ETSHA sponsors a fall conference in Kilgore and a spring conference in Tyler. ETSHA also helps sponsor the annual NSSLHA Winter Conference at SFA.