Dear Prospective student:

Welcome to the program website for Speech-Language Pathology and Audiology at Stephen F Austin State University. The field of Speech-Language Pathology and Audiology is concerned with “normal” aspects and processes that are involved in converting thought into Spoken (and written) language and how it can go “wrong” in different pathologies and conditions. By its very nature the field draws on multiple disciplines – Neurology, Physiology, Linguistics, Psychology, Acoustics, to name a few. Our students get grounding in all of these fields. We prepare our students to be compassionate, caring speech-language pathologists who can make objective diagnosis and assessment of the presenting complaints, and develop and implement therapies in an evidence-based fashion. The scope of the field of Speech Pathology and Audiology is wide – covering variety of Speech, Language and hearing disorders from birth to geriatric. Speech-Language Pathology is practiced in wide variety of settings – Private practice, hospitals, schools and nursing homes.

Our program offers a BS and MS in Speech-Language Pathology and is accredited by The Council on Academic Accreditation in Speech-Language Pathology. To Practice as a Speech-Language Pathologist one must have master’s degree from an accredited program and pass a national exam conducted by Educational Testing Services. In addition, each state has its own licensure requirement. A BS degree holder cannot independently practice, but can be certified to assist a qualified Speech-Language Pathologist. Nationally, there is great demand for qualified professionals with all our graduates finding employment during final months of Graduate course work or soon after.

I encourage you to explore the field. Please carefully go through our website, visit American Speech, Language and Hearing Association website (www.asha.org/default.htm). Furthermore, I encourage you to call me or any one my colleagues if you want to know more about the field and the Stephen F Austin State University, Speech Pathology Program.

Sincerely,

Nagalapura S Viswanath. PhD, CCC-SLP
Professor/ Program Director,
Program in Speech-Language Pathology & Audiology,
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1.0 SFASU SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY 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 Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) 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 brand new Human Services Telecommunications Building in April 2004.

1.2 Organization

The Speech-Language Pathology Program at SFASU is one of several programs in the Department of Human Services, which is housed under the James I. Perkins College of Education (COE). Other departments in the COE include Elementary Education, Human Sciences, Kinesiology and Health Science, and Secondary Education and Education Leadership. Other programs of study offered by the Department of Human Services include Rehabilitation Sciences, Deaf and Hearing Impaired, Orientation and Mobility, Counseling, Visually Impaired, Special Education, and School and Behavioral Psychology.

1.3 Mission

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

1.4 Academic Education Goals:

1. The students will apply and analyze appropriate knowledge of normal speech and language development as it relates to normal communication and swallowing.

2. The students will demonstrate the ability to identify and treat communication and swallowing disorders.

3. The students will be able to apply knowledge of the anatomy and physiology of all the subsystems required for voice, speech, swallowing, language, and cognition to
communication disorders through diagnosis and treatment of the wide variety of etiologies and pathologies found in this field.

4. The students will perform and interpret the results of hearing screenings and evaluations and recognize the implications of audiological diagnostic information as it applies to their scope of practice.

5. The students will demonstrate an understanding of the research process and how to integrate scientifically rigorous evidence-based practice principles into the clinical setting.

6. The students will be prepared to pursue a doctoral degree if desired and will meet the academic requirements to obtain Texas state licensure and national ASHA certification.

1.5 **Clinical Education Goals:**

1. The students will be prepared for clinical experiences through observation of a variety of types and severities of human communication and swallowing disorders.

2. The students will be provided with opportunities to relate academic content and theories to clinical practice using the most current and appropriate tools and techniques.

3. The students will be provided with supervised experience in the assessment and treatment of children and adults with a variety of types and severities of human communication and swallowing disorders found in a variety of settings.

4. The students will develop an understanding of professionalism, accountability, leadership, ethical conduct, and current issues as they relate to service delivery to a society with ever increasing ethnic and cultural backgrounds.

5. The students will be prepared for independent practice and will meet the clinical educational requirements for ASHA certification and CF and Texas licensure.

1.6 **Program Strengths**

The council on academic accreditation (CAA) completed a review of this program in October, 2013 and noted the following strengths:

1. An innovative clinical service delivery model for young children (“Little Jacks”).

2. An accessible instructional staff.
3. Students’ perception that the instructional staff is committed to their clinical education and professional development.

4. Strong relationship with the community.

5. Students breadth and depth of knowledge

Additional strengths of the program include:

1. The program enjoys strong administrative respect and support.

2. The program’s graduates have an exceptional record of performance on the National Examination.

3. Employers of the program’s graduates express high satisfaction in the preparation of these students both academically and clinically.

4. The program has an active NSSLHA chapter.

5. The program requires research projects and presentations from each of its graduating students.

6. 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.

1.7 Webpage

http://www.sfasu.edu/humanservices/69.asp

The web page has recently been extensively updated and modified. It is maintained by the program secretary and provides information to our current and prospective students and the community about the program’s history, faculty, admission requirements, and curriculum. The information is updated as needed and reviewed annually.
Full-Time Faculty and Instructors

Nagalapura Viswanath  
*Program Director and Professor*

- PhD: Speech & Hearing Sciences, The City University of New York
- MS: Speech & Hearing, Mysore University
- BS: Speech Pathology & Audiology, Mysore University

Frank Brister  
*Associate Professor*

- PhD: Audiology, University of Southern Mississippi
- MS: Audiology, University of Southern Mississippi
- BA: Speech, Mississippi College

Lydia Richardson  
*Clinic Director*

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

Deena Petersen  
*Clinical Instructor*

- MS: Speech-Language Pathology, University of Southern Mississippi
- BS: Speech-Language Pathology, Abilene Christian University

Layne DeBardelaben  
*Clinical Instructor*

- MA: Communications Disorders, University of Houston
- 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

Adjunct Faculty and Instructors

Karla Ashebranner  
*Adjunct*

- Med: Speech-Language Pathology, Stephen F. Austin State University
- BS: Speech & Hearing Therapy, Stephen F. Austin State University

Debra Bankston  
*Adjunct*

- MA: Speech-Language Pathology, University of Memphis
- BA: Elementary Education and Speech-Language Pathology, Louisiana Tech University
Nagalapura Viswanath worked in multiple places in India as a speech-language pathologist and audiologist before coming to the US to earn a Ph.D. in Speech Science and Speech-Language Pathology. He was appointed to the faculty of Baylor College of Medicine, Department of Neurology in Houston, Texas soon after obtaining his doctorate. He worked at West Texas A & M in Canyon before coming to SFA.

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.

Lydia Richardson grew up in Nacogdoches, Texas. She is currently the clinic director and began working at SFA in 2007 as an adjunct faculty member. She has worked at Nacogdoches ISD, and worked part time at Nacogdoches Medical Center Hospital and numerous nursing homes in the area.

Deena Petersen grew up in Dallas, Texas. She received her B.S., in Speech Language Pathology from Abilene Christian University and her M.S. in Speech Language Pathology from the University of Southern Mississippi. She has worked in the Texas public school system as a speech language pathologist for 15 years; Department of Defense schools for 3 years and for PRS Rehab, LLP for 2 years. She joined the faculty at SFASU as a Clinical Instructor in Speech Language Pathology Program in August 2010.

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.

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.
1.9 Program Affiliations

The graduate program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. Accreditation status can be verified at the following link:
http://www.asha.org/academic/accreditation/CAA_overview.htm

The graduate program is a member of the Council of Academic Programs in Communication Sciences and Disorders. Verification of membership status can be verified at the following link: http://www.capcsd.org/

The program supports the Texas Speech-Language-Hearing Association as a TSHA Patron. Please visit their website at:
http://www.txsha.org/

2.0 FACILITIES AND EQUIPMENT

2.1 Human Services Telecommunications Building

In April of 2004, the program moved into a new facility called the Human Services Telecommunications Building. The HSTC building provides nine offices, a reception area, graduate workroom, clinic office, clinic reception room The Stanley Speech and Hearing Clinic and The Cole Audiology Lab for the program.

2.2 Stanley Speech and Hearing Clinic

The Stanley Speech and Hearing Clinic provides a complete range of diagnostic and treatment services to individuals of all ages in developmental speech and language, voice, fluency, accent reduction, adult speech, language, and cognitive impairments.

The Clinic is equipped with eight therapy rooms complete with observation windows for students, staff, and parents, as well as cameras and microphones for viewing by faculty via a closed circuit internet system. This system also provided the ability for recording of clinic sessions.

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

The program consists of 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 including 4 portable audiometers. The Lab also houses electrophysiological testing equipment, including auditory brainstem response, auditory steady-state response, and otoacoustic emissions testing. Video otoscopy and impedance equipment is also contained in the lab. Patients of all ages can be evaluated on-site.

Hearing aid services are provided through the Lab, including sales and repair.

2.4 **Voice Science Lab**

The program also has a voice science laboratory which houses a Kay Computerized Speech Lab complete with Multispeech, Multidimensional voice profile (MDVP), voice range profile (VRP) as well as a standalone Visipitch station. It also contains an IBM Speech Viewer 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.

2.6 **Graduate 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 material. It also has computers with internet access for student use.

3.0 **CURRICULUM**

3.1 **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 summer II session 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.
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3.2 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 504 Clinical Practicum: Speech-Language Pathology**
3 semester hours, one hour lecture (see 4.4 below) 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 505 Language Disorders and Augmentative and Alternative Communication**
Study of the nature, etiology and remediation of language disorders and the study of the patient populations for whom augmentative or alternative communication modalities are needed for successful communication of daily wants and needs, underlying etiologies, symptomatology, evaluation and therapeutic interventions, including overview and experience with both low-technology and high-technology devices and how to determine when/how these should best be used.

**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, including biomechanics and the source-filter theory of speech production. Prerequisites: SPH 210 and 233.

**SPH 508 Neuropathologies of Speech**
Etiology, symptomatology, assessment (including instrumentation), process involved in arriving at a differential diagnosis, and therapeutic intervention for the dysarthrias and apraxias of speech associated with acquired or progressive neurogenic disorders and diseases. 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 and integration of high quality evidence-based practices into clinical settings. Prerequisites: 12 semester hours of speech-language pathology and audiology and EPS 550.

SPH 510 Central Auditory Processing Disorders
A study of APD screening and the treatment approach from the perspective of the speech-language pathologist for development and implementation of an IEP (individual education plan) for auditory processing disorders. Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 511 Advanced Audiology
Advanced study of audiology, including instrumentation, administration, and interpretation of screening 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 Voice Disorders
Advanced study of normal vs. abnormal anatomy and physiology of the respiratory, phonatory, and resonatory systems (including review of source-filter theory) that can lead to various types of etiologies; along with assessment and treatment of the resulting communication impairments. Prerequisites: 12 semester hours of speech-language pathology and audiology.

SPH 515 Craniofacial Anomalies
Advanced study of the abnormal development of anatomy and physiology presented by craniofacial anomalies (including cleft palate) and the resulting articulatory and resonatory problems associated with these impairments. Also covers the assessment and treatment of these disorders. Prerequisites: 12 semester hours of speech-language pathology and audiology.

EPS 550 Research Methods
Advanced study of standard research procedures and statistical methods used in research with examples and projects to facilitate application of principles to practical situations and settings.

3.3 Research Courses
The program’s curriculum places a strong emphasis on research. Undergraduate students are required to enroll in: MTH 220 (Introduction to Probability and Statistics). During their first year of graduate school, 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 and/or single subject design studies. Several graduate students have presented their research at ASHA and TSHA conferences in recent years.

3.4 SPH 504-Lecture Portion of Clinical Practicum Course

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, multicultural issues/Counseling for SLPs, and Specific Disorders (case histories). In this manner, every cohort 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, assistance with preparation for the comprehensive exam and national PRAXIS exam, help with preparing resumes and interviewing skills, and the ASHA Code of Ethics and how it applies to the protection of the welfare of clients.

3.5 Faculty/Instructor Evaluations

Students evaluate courses in terms of organization, clarity of presentation, level of information, and other relevant features using an online format. Students are asked to suggest changes in the course which would improve its value. Computerized forms are used and the results are tabulated. Student clinicians evaluate their supervisors using a form designed by the program in addition to the online form described above. All evaluations are available for professor/instructor review at the end of each semester.

3.6 Course Competencies

All syllabi are required to include the incorporation of all university, departmental, program-specific, and ASHA guided student learning outcomes (SLOs), as they relate to that content area. Students are asked to complete a pre and post-course survey assessing amount of knowledge gained and how well student learning objectives were met.
4.0 STUDENTS RIGHTS AND RESPONSIBILITIES

4.1 Admissions Data

We accept an average of 20 new graduate students each year, with a current requirement of beginning the program in the Summer II session each year. We typically receive over 100 applications for our graduate program each year.

Admission Requirements: Currently we require an overall GPA of 3.0 in undergraduate work and a 288 on the new GRE.*

Students are required to supply undergraduate transcripts along with GRE scores and 3 letters of recommendation a specific reference form found on our website. Students also must provide signed copies of clock hours accumulated in their undergraduate programs.

Language Proficiency: The faculty will ensure proficiency in the language(s) used for clinical service delivery. Upon admission into the graduate program students must document proficient language(s) both written and spoken.

*Having the required admission requirements does not insure your spot in the Stephen F. Austin State University Speech-Language Pathology graduate program.

4.2 Cultural Norms

Age:

75% 20-25
20% 25-30
5% 30+

Gender:

1 male to every 20 females

Race:

20% Hispanic
30% African American
50% Caucasian

Educational Background:

72% Earned undergraduate degree from SFASU
28% Earned undergraduate degree elsewhere
4.3 **Student Advisement**

The Program faculty/staff 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. Responsibility for advisement of graduate students is shared by the faculty members. The faculty will validate that these requirements have been met before approving the student’s petition for graduation.

4.4 **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 secretary maintains the student records of academic coursework. Every semester updates are made to the list of courses completed by each student. Each student has access to an electronic copy of their KASA at any time, the KASA document is updated after every semester by the program secretary. In addition, the Clinic Director monitors clock hours and verifies progress toward clinical requirements. Students are required to record their clock hours on a monthly basis. Students have access to electronic records of both clinical clock hours as well as academic progress via CALIPSO.

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

4.5 **Americans with Disabilities Act**

The Americans with Disabilities Act signed into law on July 26, 1990, acknowledges the findings of congress that millions of Americans have one or more physical or mental disabilities. The legislation provides a comprehensive national mandate for the elimination of discrimination against individuals with disabilities.

It is the intent of the Board of Regents of Stephen F. Austin State University to comply with both the letter and the spirit of the Americans with Disabilities Act (ADA) as well as the Rehabilitation Act of 1973 and other laws protecting the rights of persons with disabilities. Compliance measures should address the necessity to provide opportunities to qualified persons with disabilities in employment and in access to education, where this will not pose an undue burden or fundamentally alter the
programs of the institution. The board recognizes that compliance with ADA requires increased awareness of all university employees and a commitment of institutional resources. Further, it is the intent of the board to continue this institution's strong commitment to meeting the special needs of individuals with disabilities, and that this commitment remain an integral part of the educational mission and service component of Stephen F. Austin State University.

It is the intent of this institution that ADA compliance measures shall include the following:

- Diligently pursue the identification and elimination of physical, communication and attitudinal barriers to activities, programs, or series operated or sponsored by the institution, including employment, academic criteria, student and public services, and facilities.
- Implement procedures for raising awareness of the requirements of ADA throughout the institution;
- Provide coordinated and timely response to requests from individuals with disabilities;
- Create a task force to support the efforts of an ADA coordinator and ensure continued sensitivity to special needs of individuals with disabilities.

University policy prohibits discrimination against faculty, staff or students on the basis of race, color, religion, sex, age, national origin, disability or disabled veteran status.

### 4.6 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

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.
4.7. 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: finaid@sfasu.edu.

4.8 Graduate Student Assistantships

Graduate assistantships are available and include a monthly stipend. Two graduate student assistants are assigned to work in the program during fall and spring semesters. Normally, graduate student assistantships are awarded on an annual basis. Applications are accepted during the spring semester.

Graduate assistants help the program secretary and faculty members with academic tasks. They may on occasion assist with clinical filing or checking out of therapy assessments or materials to graduate student clinicians, but this is not their primary responsibility. A work-study student is employed each semester to help primarily with the clinic and clinical issues and needs.

4.9 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 was established in 1998 by a group of alumni and faculty from Stephen F. Austin State University to honor Dr. Stanley for her service to SFASU and the profession of Speech-Language Pathology. The selection process occurs early in the spring semester and is awarded at the TSHA Foundation Lunch at the TSHA convention. The amount is approximately $900-$1000.

The Gilbert C. Hanke Scholarship was established in 2005 by the staff and friends of the Department of Communication Sciences and Disorders of Stephen F. Austin State University. The scholarship is awarded to a graduate student who demonstrates leadership responsibilities in the SFASU Chapter of the National Student Speech-Language-Hearing Association. Recipients of this scholarship are selected by the faculty early in the spring semester. The award is given at the TSHA Foundation Luncheon at the TSHA convention. The amount is approximately $900-$1000.
The ETRSLA Scholarship is awarded by ETRSLA (East Texas Regional Speech Language and Hearing Association) members. This scholarship is approximately $300-$500 and is awarded at the NSSHLA Winter Conference each year (usually in February).

4.10 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 (make sure this is still correct/accurate)

4.11 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 http://www.sfasu.edu/policies/academic_appeals_students.asp. 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.
4.12  **Academic Probation**

To remain in good standing in Graduate School and to graduate, a student must maintain minimum grade point average of 3.0. During any semester or summer session that the grade-point average falls below a 3.0, the student will be placed on academic probation. A student placed on academic probation will be required to sit-out of clinical practicum during the following semester, until the grade point average is 3.0 or greater. Failing to restore an overall 3.0 average the following semester or summer sessions the student will be placed on academic suspension.

4.13  **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.

4.14  **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 Instructional Support Team.

4.15  **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

**English Proficiency Assistance:**

The AARC also provides services for students whose primary language is not English by offering conversation groups, special appointments, and/or other services specific
to the needs of the individual student.
AARC tutors can help you:

- identify individual learning styles
- improve note taking 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

4.16 Counseling Center/Services for Students

Graduate school carries with it a very full load, academically and clinically. It is not unusual for students to feel overwhelmed from time to time. Counseling services are available and are strongly recommended for all students if they feel the need to seek this out. SFASU offers counseling (free of charge) to all students in the Rusk Building. Please call 936-468-2401 to schedule an appointment or use this webpage:
http://www.sfasu.edu/ccs/counseling/index.asp
4.17 Library Information Network Center

The Library Information Network Center (LINC) on the first floor of the Steen Library has more than 130 computers. (http://libweb.sfasu.edu/) Students can use the computers for everything from research to word processing, spreadsheets to PowerPoint presentations. Internet access is available from every computer, as well as printing and scanning services are available.

5.0 ADMISSION TO CANDIDACY

5.1 Graduate Degree Plan of Study

During the first semester of graduate study, each student will be given a degree plan. The degree plan lists all courses needed for the student to meet graduation, ASHA certification, and Texas licensure requirements, including any deficiencies. The degree plan is maintained in the office of the Dean of the College of Education, a copy is kept in the student’s permanent file in the program office, 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.

6.0 COMPREHENSIVE EXAMINATION

6.1 Description of Comprehensive Exam

During the final semester of graduate study, students are evaluated by means of a comprehensive examination. Questions follow essay and multiple choice formats and they include case analyses. The primary focus of the exam is to determine if students can synthesize and apply information in a variety of clinical situations. The seven-hour exam is taken on two days. Normally, the test is offered only during the spring semester. To be eligible to take the comprehensive examination a student must be enrolled in at least one course at SFA.
DAY 1: YOU WILL COMPLETE 140 MULTIPLE CHOICE QUESTIONS

This portion of comps will cover the primary content areas recognized by ASHA. You will have **three hours** to complete this portion of the comps exam. There will be seven sections and are broken down as follows:

**I. Basic Human Communication**
- A. Language acquisition and learning theory
- B. Language science
- C. Learning theory
- D. Multicultural awareness
- E. Speech science

**II. Phonological and Language Disorders**
- A. Phonological disorders
- B. Language disorders

**III. Speech Disorders**
- A. Fluency disorders
- B. Resonance disorders
- C. Voice disorders

**IV. Neurogenic Disorders**
- A. Neurological disorders
- B. Dysphagia

**V. Audiology/Hearing**
- A. Hearing science
- B. Audiological assessment
- C. Auditory habilitation and rehabilitation

**VI. Clinical Management**
- A. Alternative/augmentative communication
- B. Counseling
- C. Documentation and monitoring client progress
- D. Efficacy
- E. Instrumentation
- F. Speech-language assessment
- G. Speech-language intervention
- H. Syndromes and genetics

**VII. Professional Issues/Psychometrics/Research**
- A. Ethical practices
- B. Research methodology/psychometrics
- C. Standards and laws

**Approximate number of questions per sections:**

- I. Basic Human Communication ~20 Questions
- II. Phonological and Language Disorders ~20 Questions
- III. Speech Disorders ~ 25 Questions
- IV. Neurogenic Disorders ~ 25 Questions
- V. Audiology & Hearing Sciences ~ 15 Questions
- VI. Clinical Management ~ 20 Questions
- VII. Professional Issues/Psychometrics/Research ~ 15 Questions
DAY 2: CASE STUDIES/ESSAY QUESTIONS

You will have **four hours** for the case study portion essay questions about patients with conditions from 2 of the following 8 areas:

1) Articulation
2) Fluency
3) Voice and Resonance
4) Receptive and Expressive Language
5) Hearing, including impact on speech
6) Swallowing
7) Cognitive aspects of communication
8) Social aspects of communication

The faculty will determine which 2 of the 8 areas you will be tested on. You will be allowed two hours for each case study, so four hours total for this part of the comps exam.

Detailed patient profiles will be given to you. You will be required to answer specific questions as well as write in depth information about the types of formal and informal assessments you would use, why you would use them, and what you would expect the results of those assessments to be. You will then design an evaluation report, including background information about all therapy choices, methods, and/or tasks you decide to use for that patient.

**6.3 Scoring, Rewrites, and Retakes**

**Multiple Choice Portion:** This portion of the exam will be broken down into **seven sections** and will be scored using scantrons. The score required to pass this portion of comps will be 70 overall and 65 in each section. If you do not pass three or more sections you will be required to re-take the entire exam. If you do not pass two or fewer you will be required to take only that section again. You may retake the exam once in the spring semester, and if your scores still do not meet our requirements you must retake the exam in the summer session, which would result in delay of graduation.

**Case study/Essay portion:** All faculty will participate in grading the case study portion of the test. We will be using a detailed rubric which you can find in the study guide. Each case study is evaluated on **four qualities:** 1) depth and breadth of knowledge, 2) effectiveness of written communication, 3) ability for analytical thinking, and 4) evidence of best practice, values, and ethics of the profession. Each faculty member independently scores each response on a 1-5 rating scale for these four qualities. Each faculty member then averages these quality scores for a final score for each case study response.
Based on this 5-point scale, the following scale reflects the student’s performance level and passing score (for each case study):

- 2.0-2.5 – does not meet expectations (re-writes in the summer)
- 2.5-2.9 – does not meet expectations (re-writes in same semester)
- 3.0-4.0 – meets expectations (pass)
- 4.1-5.0 – exceeds expectations (pass)

The score for all the case studies will be averaged and the final score will determine whether the student passes or fails the case study/essay portion of the comprehensive exams, and whether they will be allowed to re-write the exam in April or will need to re-take the exam in July.

<table>
<thead>
<tr>
<th>1. Demonstrates breadth and depth of knowledge in the discipline</th>
<th>5 = Excellent</th>
<th>4 = Above Average</th>
<th>3 = Average</th>
<th>2 = Below Average</th>
<th>1 = Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Excellent: no more than 1 significant inaccuracy; and specific, detailed information for each tested area with connection across tested areas, clear understanding of complexity of information demonstrated by explanations and elaborations.</td>
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</tr>
<tr>
<td>4 = Above Average: no more than 2 significant inaccuracies; and general information for each tested area with connections across tested area, use of minimal explanations and elaborations.</td>
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<td></td>
</tr>
<tr>
<td>3 = Average: no more than 3 significant inaccuracies; and general information or each tested area with connections across tested areas, limited understanding of complexity of information demonstrated by lack of explanations and elaborations.</td>
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</tr>
<tr>
<td>2 = Below Average: no more than 4 significant inaccuracies, vague information or each tested area with no clear connection across tested area, limited understanding of complexity of information demonstrated by lack of explanations and elaborations</td>
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<tr>
<td>1 = Poor: 5 or more significant inaccuracies; and vague information or some of each tested areas with no clear connection across tested area, no evidence of understanding of complexity of information demonstrated by lack of explanations and elaborations.</td>
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<tr>
<td>II. Demonstrates effective written communication in the discipline</td>
<td>5 = Excellent: easy to read, professional language, well organized, clear response to question, proper reference citation(s)</td>
<td>4 = Above Average: informal language, some organization, clear response to question, minor difficulties with citation(s)</td>
<td>3 = Average: informal language, lacking organization but response imbedded in writing, minor mis-citation</td>
<td>2 = Below Average: difficult to read, disorganized, confusing answer, major mis-citation</td>
<td>1 = Poor: difficult to read, cannot discern answer, no citation used</td>
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<tr>
<td>III. Demonstrates an ability for analytical thinking in the discipline</td>
<td>5 = Excellent: Consistently integrates classroom knowledge throughout response with case specific analysis, differential diagnosis, conceptual understanding, and clearly stated rationales</td>
<td>4 = Above Average: Usually integrates classroom knowledge throughout response with general analysis differential diagnosis general understanding of concepts and some rationale.</td>
<td>3 = Average: Frequently integrates classroom knowledge throughout response with general analysis, differential diagnosis, general understanding of concepts and weak rationale.</td>
<td>2 = Below Average: Occasionally integrates classroom knowledge throughout responses, general understanding of concepts, no rationale stated.</td>
<td>1 = Poor: Rarely integrated classroom knowledge, limited understanding of concepts no rationale stated.</td>
</tr>
<tr>
<td>IV. Exhibits the best practices, values, and ethics of the profession</td>
<td>5 = Excellent: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics and demonstrates evidence-based practices through references and application of relevant, current research.</td>
<td>3 = Average: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics, and demonstrates evidence-based practices through the application of related research.</td>
<td>1 = Poor: Unable to demonstrate understanding of scope of practice and preferred practice patterns of ASHA, violates portions of the Code of Ethics, and is unable to use evidence-based practices demonstrated through lack of related research.</td>
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</tbody>
</table>

Total Score: __________  Final Average Score: __________  Pass/Fail: __________

Case Study
Less than 3.0 – does not meet expectations
3.0-4.0 – meets expectations
Greater than 4.0 – above expectations, excellent
6.4 **Comprehensive Examination Application**

In order to apply for the comprehensive exam you must submit:

1. Application  
2. Transcript (unofficial will be accepted)  
3. Score report from PRAXIS

The application must be turned in the Tuesday prior to spring break.

The comprehensive exam application is available on the program website as well as in the graduate work room.

The case study portion of the exam is taken on computer. If the student wishes to take the case study by pencil and paper, a request should be made to the program office in writing, the request should include justification. The request should be turned in with the application.

6.5 **ETS Registration Requirement for Comprehensive Exam**

The National Exam must be taken at least six weeks prior to the comprehensive exam to ensure the score report can be included as part of the comprehensive exam application.

7.0 **NATIONAL EXAMINATION**

7.1 **Description**

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

**Format of PRAXIS:** 120 Multiple Choice Questions in 120 minutes

- Approximately 95% of test takers finish the test in the time allotted.
- The nation-wide passing rate is approximately 92%.
- It is better to guess than to leave questions unanswered.
- A study guide for the PRAXIS exam is available from ETS.
- ASHA developed a web page with useful information about the PRAXIS: [http://www.asha.org/certification/praxis/](http://www.asha.org/certification/praxis/)
7.2 Content of the PRAXIS Exam

The following table is taken from the ASHA website listed above under 7.1:

Speech-Language Pathology (0330)

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>~ # of questions</th>
<th>% of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Basic Human Communication Processes</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>II. Phonological and Language Disorders</td>
<td>23</td>
<td>19%</td>
</tr>
<tr>
<td>III. Speech Disorders</td>
<td>15</td>
<td>13%</td>
</tr>
<tr>
<td>IV. Neurogenic Disorders</td>
<td>23</td>
<td>19%</td>
</tr>
<tr>
<td>V. Audiology/Hearing</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>VI. Clinical Management</td>
<td>23</td>
<td>19%</td>
</tr>
<tr>
<td>VII. Professional Issues/Psychometrics/Research</td>
<td>10</td>
<td>8%</td>
</tr>
</tbody>
</table>

You can also find additional information about the PRAXIS content from the following website:
http://www.ets.org/Media/Tests/PRAXIS/taag/0330/about.htm

7.3 Scoring of PRAXIS

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

7.4 Application to take the PRAXIS

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 meets 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 ASHA Certification exam results must be sent to ASHA (Code R5031)
- For Texas Licensing exam results must be sent to The Texas Board of Examiners (Code R8327)
- A score report should also be sent to your institution (SFASU Code R0303)

You should receive your admission ticket at least one week before your scheduled test date. If you do not receive a ticket by that 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 **PRAXIS Study Guides**

The TAAG (Test At A Glance) 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 or go to http://www.ets.org/Media/Tests/PRAXIS/taag/0330/about.htm

There are also several online services that are designed to help you study for the PRAXIS, some with daily questions and various versions of practice tests or quizzes.

8.0 ASHA CERTIFICATION

8.1 Requirements for Certification

The Certificate of Clinical Competence (CCC) in Speech-Language Pathology and Audiology is 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 2014 for speech-language pathology.

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 total with 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 Component**
   All applicants must pass the National Examination within two years after ASHA has approved their academic coursework and clinical practicum.
V. **Clinical Fellowship Component**

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

For more information regarding the standards please see: [http://www.asha.org/certification](http://www.asha.org/certification)

### 8.3 Application for Certification

When applying for certification, students must submit the following materials to the ASHA Certification office:

- A completed and signed application (following instructions)
  - (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 an accepted setting 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.

**Important information:**

- 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, with the length of the clinical fellowship lasting at least 48 weeks
- 20-24 hours per week, with the length of the clinical fellowship lasting at least 60 weeks
- 15-19 hours per week, with the length of the clinical fellowship lasting 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 a Clinical Fellowship Report and the Clinical Fellowship Skills Inventory Rating Form reflecting the three formal evaluations to the National Office for review by the CCB.

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 Sunset Advisory Commission was created in 1977 to identify, eliminate waste, duplication and inefficiency in government agencies. The Board adopts rules to regulate the qualifications and practices of Speech-Language Pathologists and Audiologists, including speech-language pathology assistants (SLP-A) and interns in Audiology who are 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.

http://www.dshs.state.tx.us/speech/sp_complaint.shtm

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 State 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 Texas 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
- Passing of the National Examination

SLP-A (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 completed registration to take the National Examination.

**Definitions:**

*Intern* - an individual licensed to practice speech-language pathology under supervision while completing the post-master’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* - 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 the area of speech-language pathology. 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 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 non-refundable application fee

To obtain an application packet or for any other information or inquiries, contact:
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 (1.0) is required annually for license renewal, 1.5 CEU for a dual license. 1.0 CEU = 10 contact hours (of coursework, etc.)
- SLP and AUD assistants also must obtain 1.0 CEU per year.

ASHA Certification:

One CEU (1.0) will be required annually for SLP certification renewal according to the ASHA standards

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 though 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.

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 an Au.D. 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)* - is 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)* - is 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* - It is published twice monthly except monthly in January and July and three times in May. The ASHA Leader pertains to news and developments in the field of communication disorders.

### 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 for CEUs and a fund-raiser. The conference features nationally recognized speakers from the field of communication sciences and disorders. Proceeds from the conference enable NSSLHA members to attend the annual convention of the Texas Speech-Language-Hearing Association.

**NSSLHA CONFERENCE SPEAKERS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Speaker</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1988</td>
<td>Patricia Cole</td>
<td>Preschool Language Disorders</td>
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<td>1989</td>
<td>Daniel Boone</td>
<td>Voice Disorders</td>
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<td>1990</td>
<td>Robin Parrish</td>
<td>Language Learning Disabilities</td>
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<td>1991</td>
<td>Richard Shine</td>
<td>Fluency Disorders</td>
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<td>1992</td>
<td>Barbara Hodson</td>
<td>Phonological Disorders</td>
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<tr>
<td>1993</td>
<td>Elizabeth Wiig</td>
<td>Language Learning Disorders</td>
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<tr>
<td>1994</td>
<td>Judy Montgomery</td>
<td>Child Language Literacy Disorders</td>
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<tr>
<td>1995</td>
<td>Audrey Holland</td>
<td>Aphasia</td>
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<tr>
<td>1996</td>
<td>Louis Rossetti</td>
<td>Infant and Toddler Intervention</td>
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<tr>
<td>1997</td>
<td>Vicki Lord Larson</td>
<td>Adolescent Language Disorders</td>
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<tr>
<td>1998</td>
<td>Charlotte Boshart</td>
<td>Oral Motor Techniques</td>
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<td>1999</td>
<td>Cheryl Metz</td>
<td>Autism</td>
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<td>2000</td>
<td>Nancy Swigert</td>
<td>Pediatric Dysphagia</td>
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<td>2001</td>
<td>Robert Shprintzen</td>
<td>Syndromes</td>
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<td>2002</td>
<td>Carol Westby</td>
<td>School-Age Language Disorders</td>
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<td>2003</td>
<td>Jeanane Ferre</td>
<td>CAPD</td>
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<td>2004</td>
<td>Carol Flexer</td>
<td>Enhancing Listening/Literacy</td>
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<tr>
<td>2005</td>
<td>Suzanne Morris</td>
<td>Feeding the Whole Child</td>
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<tr>
<td>2006</td>
<td>Jennifer Watson</td>
<td>Stuttering</td>
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<td>2007</td>
<td>Donald Goldberg</td>
<td>Cochlear Implants</td>
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<tr>
<td>2008</td>
<td>Charlotte Boshart</td>
<td>Oral Motor Techniques</td>
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<tr>
<td>2009</td>
<td>Kathleen Morris</td>
<td>Sensory Integration</td>
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<tr>
<td>2010</td>
<td>Kay Giesecke</td>
<td>Apraxic Therapy for Kids</td>
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<tr>
<td>2011</td>
<td>Katie Hale McClure</td>
<td>AAC in Speech Therapy</td>
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<tr>
<td>2012</td>
<td>Nina Reeves</td>
<td>Fluency</td>
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<tr>
<td>2013</td>
<td>JoAnn Wiechmann</td>
<td>Ethical Practices for the SLP</td>
</tr>
<tr>
<td>2014</td>
<td>Tamby Brawn</td>
<td>Velopharyngeal Insufficiencies</td>
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</tbody>
</table>
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, an organizational meeting was held in San Marcos at Southwest Texas State Teacher’s College. At this meeting TSHA came into existence. 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 and use of the human and financial resources of the association.

TSHA Activities:

- Promote the professions of audiology and speech-language pathology
- Encourage scientific study and clinical research
- Sponsor continuing education, including an annual convention
- Promote public awareness of communication disorders
- Encourage legislative and professional advocacy

TSHA Publications:

- 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.

**Frank Brister 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 Funding 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 Regional Speech-Language-Hearing Association**

The East Texas Regional 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 ETRSHA 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

ETRSHA sponsors a fall conference in Kilgore and a spring conference in Tyler. ETRSHA also helps sponsor the annual NSSLHA Winter Conference at SFA.
13.0 Frequently Asked Questions

Q. How do I go about applying for the program?
A. There is a two-step process in applying to our graduate program.
   1. You will first apply to the graduate school
      - The graduate school requires official copies of all of your transcripts and your
        GRE scores plus a $25.00 fee.
   2. You will next want to gather three recommendation letters and forms (which can be
      found on our website) and mail them to our program.
   3. You will want to be sure to check with both our program and the graduate school to
      insure that your application file is complete.

Q. How many students do you accept per year and when does your graduate program begin?
A. We accept approximately 20 students per year and our graduate program begins in the
   second summer semester, which begins the early part of July.

Q. Do you offer any courses online?
A. No, we do not at this time.

Q. If I have a bachelor’s degree in different field, but want to come back for Speech-
   Language Pathology what do I need to do?
A. We offer leveling courses that are the pre-requisites for entering the Master’s Program. A
   candidate after meeting the requirements of these courses satisfactorily has to submit an
   application for Graduate school admission

Q. How many courses are included in the leveling program?
A. 12 courses that are required by American Speech and Hearing Association (ASHA)

Q. How many credit hours are required to obtain a Master’s Degree?
A. We require 57 credit hours

Q. Can I choose the externship site for clinical training?
A. Yes, if you have an idea of where you want to go, or who you want to work with, you
   must get the contact information, find out if they accept interns and give that information
   to the clinic director.

Q. How many clinic hours are required?
A. 400 total clinical hours are required; this includes the 25 undergraduate observation hours.