

Undergraduate Student Handbook

SPEECH-LANGUAGE PATHOLOGY PROGRAM

**STEPHEN F. AUSTIN STATE UNIVERSITY
P.O. BOX 13019 SFA
NACOGDOCHES
TEXAS 75962
(936) 468-1252**

Compiled by

Christine Bergan, Ph.D., CCC-SLP
Program Director and Assistant Professor, and
The Faculty of the SFASU Communication Sciences and Disorders Program

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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 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 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 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.

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, 2008 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. *An articulate and enthusiastic cohort of undergraduate and graduate students.*
5. *An attractive facility that is valued by the public and viewed as an important community resource.*
6. *Student access to a human neurobiological laboratory that exposes students to state of the art research in speech and language science and makes a valuable contribution to the program.*

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.*
7. *The program exists with a strong degree of autonomy within the Department of Human Services, with the full support of both the department and the James I. Perkins College of Education.*

1.7 Webpage

<http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/>

The web page has recently been extensively updated and modified (October, 2009). It is maintained by the program and provides current and prospective undergraduate and graduate students and the community with information about the program's history, faculty, admission requirements, and curriculum. The information is updated as needed and reviewed annually.

1.8 Faculty

Full-Time Faculty and Instructors

Christine Bergan

Program Director and Assistant Professor

Ph.D.	Speech and Hearing Science	University of Iowa
M.A.	Speech-Language Pathology	University of Iowa
M.M.	Vocal Performance	University of Northern Iowa
B.M. Ed	Music Education (K-12)	Evangel University

Frank Brister

Associate Professor

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

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

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

Danielle Perry

Clinical Audiologist

AuD	Audiology	University of North Texas
BS	Communication Disorders	Truman State University

Lydia Richardson

Clinic Director

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

Nagalapura Viswanath

Associate Professor

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

Adjunct Faculty and Instructors

Karla Ashebranner

Adjunct

Med Speech-Language Pathology
BS Speech & Hearing Therapy

Stephen F. Austin State University
Stephen F. Austin State University

Debra Bankston

Adjunct

MA Speech-Language Pathology
BA Elementary Education and
Speech-Language Pathology

University of Memphis
Louisiana Tech University

FACULTY BIOGRAPHIES

Full-Time Faculty and Instructors

Christine Bergan grew up in Ottumwa, Iowa. She most recently taught at Southern Illinois University Edwardsville in a tenure-track position and at University of Northern Iowa (adjunct). She has 6 years of clinical experience in the midwest working primarily with adult clients in rehabilitation, medical, and long-term care settings, but has treated many children as well. Dr. Bergan's principal research interests are voice and speech science, voice disorders, and application of motor learning principles to speech-language pathology patients. She joined the SFA faculty in 2009 as Program Director and Assistant Professor. In addition to speech-language pathology, Dr. Bergan is a professional singer and has performed with symphony orchestras and in Carnegie Hall.

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.

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.

Judith 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.

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.

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.

Adjunct or Part-Time Faculty

Karla Ashebranner grew up in Garland, Texas. She currently works at Woodland Heights Medical Center. Her primary experience is at hospitals and rehabilitation centers. She joined the SFA faculty in 2010.

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.

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/>

The SLP Program and the SFA Chapter of NSSLHA sponsor a table at the annual Foundation Luncheon at the Texas Speech-Language-Hearing Annual Convention.

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, were 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. In this new building the department has nine offices, a reception area, a graduate workroom, a clinic office, a clinic reception room and the Stanley Speech and Hearing Clinic which has eight state of the art therapy rooms. Each therapy is equipped with the ability for each professor to supervise therapy sessions from their offices via a closed circuit internet system. The building also houses the Cole Audiology Lab which shares the clinic office and reception areas, has one full-time clinical audiologist, and two sound proof booths which house such equipment as auditory brain stem testing equipment, audiometer and video otoscope to name a few.

2.2 Stanley Speech and Hearing Clinic

The Stanley Speech and Hearing Clinic is also housed in the Human Services Telecommunications Building. The 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, cognitive impairments, and audiological services. 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, staff, and parents, as well as cameras and microphones for viewing by faculty via the VBrick 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.

Students have the opportunity to work with videofluoroscopy to study patients with swallowing disorders 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 Lufkin State School 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 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 Speech and Voice Science Lab

The program also has a speech and 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 stand alone 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. New systems to be purchased will add capabilities for biofeedback, plus means for distinguishing sympathetic vs. parasympathic components of the electrocardiogram.

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 and printers available for student use.

3.0 STUDENTS

3.1 Admissions Data

Students requesting admission to the Bachelor of Science degree program in Communication Sciences and Disorders must meet the following criteria:

- 1. Acceptance to SFA*
- 2. Overall GPA of 2.5 in college work*
- 3. Completion of at least five of the following seven core courses with GPA of at least 3.0: SPH 130, 210, 230, 233, 250, 371, 480*

Students will not be permitted to register for advanced communication sciences and disorders courses unless they have completed the core courses and have been admitted to the Bachelor of Science degree program in communication sciences and disorders.

Admission is based upon the applicant's overall and core-course grade point averages. To be considered for admission review, the applicant must submit the following materials:

- 1. Completed application to the Communication Sciences and Disorders Program*
- 2. Complete transcripts for all previous college credit*
It is the responsibility of the student to make sure that all application materials are received by the Communication Sciences and Disorders program by the deadline.

3.2 Student Advisement

All undergraduate students are advised in the College of Education Student Advising Center by Belinda Vanglahn. This includes incoming freshmen and transfer students. Undergraduate students are advised once per semester. Ms. Vanglahn can be reached at 936-468-2901 in the Student Advising Center. Students who already have a bachelor's degree in another field are considered "leveling" students and are advised by Dr. Christine Bergan at 936-468-7109.

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 and the student meets with the program director to review progress

in completion of all ASHA requirements and completion of the KASA document. 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.

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:

<http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/clinic-manual.pdf>. The information in the Clinic Manual is updated periodically to reflect changes in the clinical education program.

3.4 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.

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*

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: finaid@sfasu.edu.*

3.7 Work-Study Student Assistantships

Work-study student assistantships are available and include an hourly pay rate. Two students are assigned to work in the program during fall and spring semesters. Normally, student assistantships are awarded each semester. Assistants help primarily with the clinic and clinical issues and needs.

3.8 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)

3.9 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.

3.10 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 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>

3.11 Counseling Center/Services for Students

College carries with it a very full load. 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>

3.12 Library Information Network Center

The Library Information Network Center (LINC) on the first floor of the Steen Library has more than 130 PC's. (<http://libweb.sfasu.edu/>) 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 Requirements

The speech language pathologist evaluates and provides remedial instruction for children and adults who have speech, language or hearing problems. The bachelor's degree is a pre-professional degree for people wishing to pursue graduate study in communication sciences and disorders. The master's degree is required for Texas licensure and clinical certification by the American Speech-Language-Hearing Association.

1. *Core Curriculum Requirements (44-48 hours)*
 - A. *Communication (12-14 hours)*
 1. *Six hours from: ENG 131, 132, 133, 230*
 2. *Six to eight hours from: COM 111 and ENG 273*
 - B. *Mathematics (3-5 hours)*
 1. *Three to five hours from: MTH 110, 133, 138, 139, 140, 220*
 - C. *Biological Sciences (4 hours) (Lab Required)*
 1. *Four hours from: BIO 121, 123, 133, 238*
 - D. *Physical Sciences (4 hours) (Lab Required)*
 1. *Four hours from: CHE 111, 112, 133, 134, 231; PHY 101, 102, 110, 118, 125, 131, 132*
 - E. *Humanities & Visual & Performing Arts (6 hours)*
 1. *Three hours from: ART 280, 281, 282; MUS 140; MHL 245; THR 161, 370, DAN 341*
 2. *Three hours from: ENG 200 - 230, 300; PHI 153, 223; HIS 151, 152*
 - F. *Social & Behavioral Sciences (15 hours)*
 1. *Six hours from: HIS 133, 134*
 2. *Six hours from: HIS 133, 134*
 3. *Three hours from: PSY 133*
2. *Institutionally Designated Options*
 - A. *Three hours from: CSC 101*
 - B. *Three hours from: ENG 344, 441*
3. *An academic major of at least 48 semester credit hours for Speech-Language Pathology to include:*
 - A. *SPE 329; SPH 130, 210, 230, 233, 250, 300, 320, 322, 334, 335, 371, 442, 472, 480; RHB 381*
4. *Resource Courses (9 hours)*

- A. Three hours from: *BIO 238; ECH 328, 331; ENG 342, 441; EPS 485; HMS 236, 241; SPA 310*
- B. Three hours from: *PSY 210, 390; SOC 370*
- C. Three hours from: *PSY 210 or SOC 370*
5. A minimum of 42 semester hours of residence work, at least 36 hours of which must be advanced

4.2 Course Sequencing

<i>Courses</i>	<i>Pre-Req</i>	<i>CSD Flag</i>
<i>SPH 130</i>		
<i>SPH 210</i>		
<i>SPH 230</i>	<i>130, 210, 250</i>	
<i>SPH 233</i>		
<i>SPH 250</i>		
<i>SPH 300</i>	<i>334</i>	<i>X</i>
<i>SPH 320</i>	<i>250</i>	<i>X</i>
<i>SPH 322</i>	<i>250</i>	<i>X</i>
<i>SPH 334</i>	<i>230 320 or 322</i>	<i>X</i>
<i>SPH 335</i>	<i>300</i>	<i>X</i>
<i>SPH 371</i>	<i>210</i>	
<i>SPH 442</i>	<i>230</i>	<i>X</i>
<i>SPH 472</i>	<i>210, 371</i>	<i>X</i>
<i>SPH 480</i>	<i>233</i>	<i>X</i>

4.3 Course Descriptions

SPH 130 Introduction to Speech Language Pathology

Overview of various types of communication disorders. Observation in the Speech and Hearing Clinic.

SPH 210 Phonetics

Detailed study of the phonemes of American English. Proficiency in use of the International Phonetic Alphabet.

SPH 230 Speech Disorders

Introduction to the nature, causes and characteristics of articulation, fluency and voice disorders. Therapeutic strategies for remediation of articulation disorders emphasized. Prerequisites: SPH 130, 210.

SPH 233 Anatomy and Physiology of the Speech Mechanism

Detailed study of the bases of speech including anatomy, physiology, neurology and physics of speech. Prerequisites: SPH 130, 210 or consent of instructor.

SPH 250 Normal Speech and Language Development

Acquaints student with normal acquisition of speech and language from infancy through adolescence, including an introduction to language acquisition theories. Prerequisite: SPH 130 or consent of instructor.

SPH 300 Clinical Intervention Methods

Philosophy and methodology of clinical practice in communication disorders. Complete 25 hours of observation in Speech and Hearing Clinic. Prerequisites: SPH 334.

SPH 320 Language Disorders in Infants and Preschoolers

Nature, causes and characteristics of language delay and disorders in infants and preschool children. Therapeutic strategies for stimulation and remediation in this population. Prerequisite: SPH 250.

SPH 322 Language Disorders in School

Age Children and Adolescents - Nature, causes and characteristics of language disorders in school-age children and adolescents. Therapeutic intervention and collaboration with educators emphasized. Prerequisite: SPH 250.

SPH 334 Diagnostic Methods in Speech Pathology

Principles of diagnosis and evaluation. Observation in the Speech and Hearing Clinic. Prerequisites: SPH 230, 320 or 322.

SPH 335 Clinical Experience

Experience in providing clinical assistance in speech language pathology. Prerequisite: SPH 300. Must be taken during final semester of study.

SPH 371 Introduction to Audiology

Study of the anatomy of hearing and diagnostic techniques to determine hearing loss. Prerequisite: SPH 210 or consent of the instructor.

SPH 442 Seminar in Speech and Language Methods

Methods and techniques related to the role of speech language pathologists or teachers of deaf/hard-of-hearing children in public school settings. Prerequisite: For majors in deaf/hard-of-hearing: 50 documented observation hours in programs for deaf/hard-of-hearing students. For majors in speech-language pathology: SPH 230.

SPH 472 Aural/Oral Habilitation of the Deaf and Hard of Hearing

Techniques for teaching speech reading and oral communication. Prerequisites: SPH 210, 230, 371 or by consent of professor.

SPH 480 Neurological Bases of Communication

Structure and function of the human nervous system as related to speech-language production and auditory processing. Prerequisite: SPH 233.

4.4 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.

4.5 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.

5.0 STATE LICENSURE

5.1 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*

5.2 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” means 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” 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 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.

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/ple/speech.htm>

6.0 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. Students are encouraged to join TSHA and the SFA Chapter of NSSLHA. Application forms are available in the program office.

6.1 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

6.2 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.*

6.3 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.

6.4 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

Year	Speaker	Topic
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
2003	Jeanane Ferre	CAPD
2004	Carol Flexer	Enhancing Listening/Literacy
2005	Suzanne Morris	Feeding the Whole Child
2006	Jennifer Watson	Stuttering
2007	Donald Goldberg	Coclear Implants
2008	Charlotte Boshart	Oral Motor Techniques
2009	Kathleen Morris	Sensory Integration

6.5 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

6.6 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.

6.7 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.