Undergraduate Student Handbook

COMMUNICATION SCIENCES AND DISORDERS PROGRAM

STEPHEN F. AUSTIN STATE UNIVERSITY
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Compiled by:
The Faculty and Staff of the SFASU Communication Sciences and Disorders Program
Revised Summer 2014
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 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 new Human Services and 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, Secondary Education and Education Leadership. Other programs of study offered by the Department of Human Services include Rehabilitation Sciences, Deaf and Hard of Hearing, Orientation and Mobility, Counseling, Visually Impaired, Special Education, and School and Behavioral Psychology.

1.3 Mission

The mission of the Communication Sciences and Disorders Program is to prepare knowledgeable caring professionals committed 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, Clinical Fellow and Texas licensure.

1.6 Program 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.

1.7 **Webpage**

[http://www.sfasu.edu/humanservices/69.asp](http://www.sfasu.edu/humanservices/69.asp)

The web page has recently been extensively updated and modified (Spring 2012). 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

Nagalapura Viswanath, Ph.D., CCC-SLP
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, Ph.D., CCC-A
Associate Professor
PhD  Audiology   University of Southern Mississippi
MS  Audiology   University of Southern Mississippi
BA  Speech      Mississippi College

Lydia Richardson, M.S., CCC-SLP
Clinic Director
MS  Speech-Language Pathology Stephen F. Austin State University
BS  Speech-Language Pathology Stephen F. Austin State University

Deena Petersen, M.S., CCC-SLP
Clinical Instructor
MS  Speech-Language Pathology University of Southern Mississippi
BS  Speech-Language Pathology Abilene Christian University

Layne DeBardelaben, M.A., CCC-SLP
Clinical Instructor
MA  Communications Disorders University of Houston
BS  Speech-Language Pathology Stephen F. Austin State University

Amy Durham, M.S., CCC-SLP
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 Ashabranner, M.Ed., CCC-SLP
Adjunct
Med  Speech-Language Pathology Stephen F. Austin State University
BS  Speech & Hearing Therapy Stephen F. Austin State University
**Debra Bankston, M.A., CCC-SLP**
Adjunct
MA  Speech-Language Pathology  University of Memphis
BA  Elementary Education and Speech-Language Pathology  Louisiana Tech University

**Kristin P. Holloway, M.S., CCC-SLP**
Adjunct
MS  Speech-Language Pathology  Stephen F. Austin State University
BS  Speech & Hearing Therapy  Stephen F. Austin State University

**FACULTY BIOGRAPHIES**

**Full-Time Faculty and Instructors**

**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.

Adjunct or Part-Time Faculty

Karla Ashabranner 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 audiotory 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. 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 and Woodland Heights Memorial. In addition, students obtain experience with various augmentative and alternative communication devices at Lufkin State School. Equipment and training also are provided on request by the Region VII Education Service Center.
2.3  **Cole Audiology Lab**

The Cole Audiology Lab 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 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. New systems to be purchased will add capabilities for biofeedback, plus means for distinguishing sympathetic vs. parasympathetic 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  **CURRICULUM**

3.1  **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 (42 hours)**
   A. Communication (6 hours)
      1. Three hours from: ENG 131 or 133
      2. Three hours from: COM 111 or COM 170
   B. Mathematics (3 hours)
      1. MTH 220
   C. Biological Sciences (3 hours)
      1. BIO 121, 123, 133, 238
   D. Physical Sciences (3 hours)
      1. CHE 111, 112, 133, 134, 231; PHY 101, 102, 110, 118, 125, 131, 132
   E. Language, Philosophy & Culture (3 hours)
      1. ENG 200 - 230, 300; PHI 153, 223; HIS 151, 152
   F. Creative Arts (3 hours)
      1. ART 280, 281, 282; MUS 140; MHL 245; THR 161, 163, DAN 140
   G. American History (6 hours)
      1. HIS 133, HIS 134
   H. Government/Politics (6 hours)
      1. PSC 141, PSC 142
   I. Social/Behavioral Science (3 hours)
      1. PSC 141, SOC 137, ANT 231
   J. Component Area Option (6 hours)
      1. ENG 132, ENG 273

2. Departmental Requirements (3 hours)
   A. ENG 344, 441

3. Support/Pre-Major Area (6 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 or SOC 370

4. Major Course Requirements (48 hours)
   A. SPH 130, SPH 210, SPH 230, SPH 233, SPH 250, SPH 300, SPH 320, SPH 323, SPH 334, SPH 335, SPH 371, SPH 442, SPH 472, SPH 480, SPE 329, and RHB 381

5. In order to graduate with a Bachelor’s of Science degree you must have 120 credit hours. You may need to take up to 21 hours of electives or chose a minor.
### 3.2 Course Sequencing

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### 3.3 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**

**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 and acceptance into the CSD UG program.

**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 and acceptance into the CSD UG program.

**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 and acceptance into the CSD UG program.

**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 and acceptance into the CSD UG program.

**SPH 323 Literacy and the SLP**
Development, assessment, and intervention of literacy skills: reading, writing, and spelling. Intervention for students with multiple or severe developmental impairments with focus on children who use augmentative and alternative communication. Prerequisites: SPH 250, SPH 320 and acceptance into the CSD UG program.

**SPH 334 Diagnostic Methods in Speech Pathology**
Principles of diagnosis and evaluation. Observation in the Speech and Hearing Clinic. Prerequisites: SPH 230, and acceptance into the CSD UG program.

**SPH 335 Clinical Experience**
Experience in providing clinical assistance in speech language pathology. Prerequisite: acceptance into the CSD UG program. 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 and acceptance into the CSD UG program.

**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 Prerequisite: acceptance into the CSD UG program.

**SPH 472 Aural/Oral Habilitation of the Deaf and Hard of Hearing**
Techniques for teaching speech reading and oral communication. Prerequisites: SPH 210, 371 and acceptance into the CSD UG program.

**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 and acceptance into the CSD UG program.
3.4 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.

3.5 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.

3.6 Course Repeat Policy

1. Students must have permission to repeat a course.
2. Students may not repeat a course if they received a grade of B or higher.
3. Students may only take a course twice.
4. For exceptions or special circumstances, a student may make a written appeal to the faculty.

Consequences – Repeating a course may result in a delay in graduation.

Sequencing will remain the same.

If you are interested in repeating a course you will need to make an appointment with the professor of course and fill-out a repeat form in the program office.

4.0 STUDENTS

4.1 Undergraduate Program Admission Requirements

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 2.75 in college work
3. Completion of the three core courses with a grade of B or higher in each SPH 130, 210 and 250

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.

### 4.2 Minor in Communication Sciences and Disorders

Minor requirements: SPH 130 and 15 additional hours planned with the minor adviser. The minor must include six semester hours of advanced residence credit. Minors do not meet state certification requirements for speech-language pathologist assistants.

### 4.3 Student Advisement

All undergraduate students are advised in the College of Education Student Advising Center by Julie Pipes. This includes incoming freshmen and transfer students. Undergraduate students are advised once per semester.
Ms. Pipes 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 the program at 936-468-7109.

### 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 in the undergraduate program, (3) when they apply for graduation. Student degree plans are filed in the program advising office.

### 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 Communication Sciences and Disorders 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 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, spring and summer semesters. Normally, student assistantships are awarded each semester. Assistants help primarily with the clinic and clinical issues and needs.

4.9 Who’s Who Among Students in American Universities and Colleges

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

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

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

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

4.10 Academic Appeals

Students who wish to contest a grade or who believe they have been treated unfairly in any matter relating to academic studies are referred to the SFA Policies and Procedures Manual, Index A-2, Academic Complaints by Students 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.
4.11 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
4.12 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/ces/counseling/index.asp

4.13 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 PowerPoint presentations. Internet access is available from every computer, and printing services and scanners are available.

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 (57 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
- A Felony Background check is not required

**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.

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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Speaker</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1988</td>
<td>Patricia Cole</td>
<td>Preschool Language Disorders</td>
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<tr>
<td>1989</td>
<td>Daniel Boone</td>
<td>Voice Disorders</td>
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<tr>
<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>
</tr>
<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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<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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<tr>
<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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<tr>
<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>
</tr>
<tr>
<td>2006</td>
<td>Jennifer Watson</td>
<td>Stuttering</td>
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<tr>
<td>2007</td>
<td>Donald Goldberg</td>
<td>Coclear Implants</td>
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<tr>
<td>2008</td>
<td>Charlotte Boshart</td>
<td>Oral Motor Techniques</td>
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<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>
</tr>
<tr>
<td>2011</td>
<td>Katie Hale McClure</td>
<td>AAC in Speech Therapy</td>
</tr>
<tr>
<td>2012</td>
<td>Nina Reeves</td>
<td>Fluency</td>
</tr>
<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>
</tr>
</tbody>
</table>

### 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.
7.0 Frequently Asked Questions

Q. Do you offer courses online?
A. As of right now, no, we do not offer any of our course work online. Our program is clinic based which requires on campus attendance.

Q. Do I have to take all of my core courses before beginning Speech-Language Pathology Courses?
A. If you are an incoming freshman you can take Communication Sciences and Disorders courses as early as your first semester.

Q. Do you work around those who transfer in?
A. Yes, we have designed our program to be flexible, you must take courses in order, but most of the pre-requisites are offered both fall and spring semesters.

Q. How do I get advised?
A. Julie Pipes is the advisor for our undergraduate Communication Sciences and Disorders students. You must contact the advising office to set up a time to meet. (936) 468-2901

Q. What can I do as a Speech-Language Pathologist Assistant (SLP/A)?
A. A SLP/A may conduct the following tasks under the supervision of a Speech-Language Pathologist:
   · Assist the SLP with speech-language and hearing screenings and assessments (without interpretation)
   · Follow documented treatment or intervention plans or protocols developed by the supervising SLP
   · Document student performance (e.g. tally data for the SLP to use; prepare charts, records, graphs) and report this information to the SLP
   · Assist with clerical duties and departmental operations, such as preparing materials and scheduling activities as directed by the SLP
   · Perform checks and maintenance of equipment

Support the SLP in research project, in-service trainings, and public relations programs

Collect data for quality improvement