

# Graduate Student Handbook

## SPEECH-LANGUAGE PATHOLOGY PROGRAM

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Compiled by

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June 2011

Dear Prospective student:

Welcome to the Program website for Speech-Language Pathology and Audiology in Stephen F Austin State University. The field of Speech-Language Pathology and Audiology is concerned with “normal” aspects and Processes that is 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 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 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 old age. Speech-Language Pathology is practiced in wide variety of settings – Private practice, hospitals, Schools and nursing homes.

Our program BS and MS in Speech Pathology and Audiology and is accredited by American Speech-Language-Hearing Association. To Practice as a Speech-Language Pathologist one must have master’s degree from an accredited program and pass a National exam conducted by (ASHA). 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 well-paying jobs during final months of Graduate course work or soon after.

I encourage you to explore the field. Please carefully go through this website, visit American Speech, Language and Hearing Association website ([www.asha.org/default.htm](http://www.asha.org/default.htm)). Furthermore, I encourage you to call me or any one my colleagues if you want 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,

<b><u>SECTION</u></b>	<b>Contents</b>	<b><u>PAGE</u></b>
<b>1.0</b>	<b>Speech-Language Pathology Program</b>	<b>6</b>
1.1	History	6
1.2	Organization	6
1.3	Mission	6
1.4	Academic Education Goals	6
1.5	Clinical Education Goals	7
1.6	Program Strengths	7
1.7	Webpage	8
1.8	Faculty	9
1.9	Program Affiliations	11
<b>2.0</b>	<b>Facilities and Equipment</b>	<b>12</b>
2.1	Human Services Telecommunications Building	12
2.2	Stanley Speech and Hearing Clinic	12
2.3	Cole Audiology Lab	13
2.4	Speech Science Lab	13
2.5	Human Neuroscience Lab	13
2.6	Student Workroom	13
<b>3.0</b>	<b>Curriculum</b>	<b>13</b>
3.1	Course Sequence	13
3.2	Course Descriptions	15
3.3	Research Courses	16
3.4	SPH 504	17
3.5	Teaching Evaluation	17
3.6	Course Competencies	17
<b>4.0</b>	<b>Students Rights and Responsibilities</b>	<b>17</b>
4.1	Admissions Data	17
4.2	Student Advisement	18
4.3	Student Records	18
4.4	Americans with Disabilities Act	18
4.5	Disability Services	19
4.6	Financial Aid	20
4.7	Graduate Student Assistantship	20
4.8	Scholarships	20
4.9	Who's Who Among Students in American Universities and Colleges	21
4.10	Academic Appeals	21
4.11	Academic Probation	21
4.12	Clinical Probation	22
4.13	Academic Assistance and Resource Center	22
4.14	Counseling Center/Services for Students	23
4.15	Library Information Network Center	23

<b>5.0</b>	<b>Admission to Candidacy</b>	<b>23</b>
5.1	Graduate Degree Plan	23
5.2	Admission to Candidacy	23
<b>6.0</b>	<b>Comprehensive Examination</b>	<b>24</b>
6.1	Description	24
6.2	Content	24
6.3	Scoring, Rewrites and Retakes	27
6.4	Application	29
6.5	ETS Registration Requirement	29
<b>7.0</b>	<b>National Examination</b>	<b>29</b>
7.1	Description	29
7.2	Content	30
7.3	Scoring	30
7.4	Application	30
7.5	Study Guides	31
<b>8.0</b>	<b>ASHA Certification</b>	<b>32</b>
8.1	Requirements for Certification	32
8.2	Certification Standards	32
8.3	Application for Certification	32
<b>9.0</b>	<b>ASHA Clinical Fellowship</b>	<b>33</b>
9.1	Description	33
9.2	Clinical Fellows	33
9.3	Length of Clinical Fellowship	34
9.4	Clinical Fellowship Supervisor	34
9.5	Evaluation of Clinical Fellows	35
<b>10.0</b>	<b>State Licensure</b>	<b>35</b>
10.1	State Board of Examiners	35
10.2	Requirements for Licensure	36
10.3	Application for Licensure	37
<b>11.0</b>	<b>Continuing Education</b>	<b>37</b>
11.1	Definition	37
11.2	Continuing Education Requirements	37
11.3	Award for Continuing Education	38
11.4	ASHA CE Registry	38

<b>12.0</b>	<b>Professional Organizations</b>	<b>38</b>
12.1	American Academy of Audiology	38
12.2	American Speech-Language-Hearing Association	39
12.3	American Speech-Language-Hearing Foundation	40
12.4	National Student Speech-Language-Hearing Association	40
12.5	Texas Speech-Language-Hearing Association	41
12.6	Texas Speech-Language-Hearing Foundation	41
12.7	East Texas Speech-Language-Hearing Association	42
<b>13.0</b>	<b>Frequently Asked Questions</b>	<b>43</b>

## **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.

**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**

**Nagalapura Viswanath**

*Program Director and Professor*

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

**Frank Brister**

*Associate Professor*

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

**Christine Bergan***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

**Lydia Richardson***Clinic Director*

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

**Deena Petersen***Clinical Instructor*

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

**Layne DeBardelaben***Clinical Instructor*

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

**Amy Durham***Clinical Instructor*

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

**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

**Adjunct Faculty and Instructors****Karla Ashebranner***Adjunct*

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

**Debra Bankston***Adjunct*

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

## 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.



**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.



**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., ed 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.



**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.

### **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](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 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. 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 CURRICULUM**

### **3.1 Course Sequence**

The Master of Science degree in speech-language pathology consists of a minimum of 60 semester hours of coursework, including enrollments in clinical practica. Students are admitted to the program only in the summer II session of each year, and they take classes as a cohort in a specified sequence over the course of two years. There are no elective courses. Students are required to enroll in SPH 504 every semester until they graduate from the program.

**FIRST YEAR****Summer II**

SPH 505	Augmentative and Alternative Communication	Bergan
SPH 508	Neuropathologies of Speech	Bergan

**Fall**

SPH 504	Clinical Practicum	Staff
SPH 506	Dysphagia	Ashabraner
SPH 507	Speech Science	Bergan
SPH 512	Voice Disorders	Bergan
SPH 550	Research Methods	Ninness

**Spring**

SPH 500	Aphasia	Ashabraner
SPH 504	Clinical Practicum	Staff
SPH 509	Research in Speech-Language Pathology	Vis/Brister/Bergan
SPH 511	Advanced Audiology	Brister
SPH 515	Craniofacial Anomalies	Bergan

**Summer I**

SPH 504	Clinical Practicum	Staff
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**SECOND YEAR****Summer II**

SPH 504	Clinical Practicum	Staff
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**Fall**

SPH 501	Phonological Disorders	Viswanath
SPH 502	Fluency Disorders	Viswanath
SPH 503	Language Disorders in Children	Staff (TBA)
SPH 504	Clinical Practicum	Staff

**Spring**

SPH 504	Clinical Practicum	Staff
SPH 510	Central Auditory Processing Disorders Comprehensive Examination	Brister

## **3.2 Course Descriptions**

### **SPH 500 Aphasia**

Language and communication disorders due to neuropathic deficits. Prerequisites: Graduate standing or consent of instructor and SPH 480.

### **SPH 501 Phonological Disorders**

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

### **SPH 502 Fluency Disorders**

Advanced study of the nature, etiology, evaluation and remediation of stuttering. Prerequisites: 12 semester hours of speech-language pathology and audiology.

### **SPH 503 Language Disorders in Children**

Study of the nature, etiology and remediation of language disorders in children. Prerequisites: 12 semester hours of speech-language pathology and audiology.

### **SPH 504 Clinical Practicum: Speech-Language Pathology**

3 semester hours, one hour lecture (see 4.4 below) and six hours lab per week. May be repeated for additional credit. Prerequisites: GPA of at least 3.0 in major courses and approval of screening committee; 25 observation hours.

### **SPH 505 Augmentative and Alternative Communication**

Study of the patient populations for whom augmentative or alternative communication modalities are needed for successful communication of daily wants and needs, underlying etiologies, symptomatology, evaluation and therapeutic interventions, including overview and experience with both low-technology and high-technology devices and how to determine when/how these should best be used.

### **SPH 506 Dysphagia**

Study of the nature, etiology, evaluation, and treatment of swallowing disorders. Prerequisites: SPH 233 and graduate standing.

### **SPH 507 Speech Science**

Physical bases and processes of the production and perception of speech, language, and hearing, including biomechanics and the source-filter theory of speech production. Prerequisites: SPH 210 and 233.

### **SPH 508 Neuropathologies of Speech**

Etiology, symptomatology, assessment (including instrumentation), process involved in arriving at a differential diagnosis, and therapeutic intervention for the dysarthrias and apraxias of speech associated with acquired or progressive neurogenic disorders and diseases.

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

**SPH 509 Seminar: Research in Speech-Language Pathology**

Advanced study of research techniques in speech-language pathology. Includes evaluation and analysis of research methodologies and experimental designs and integration of high quality evidence-based practices into clinical settings.

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

**SPH 510 Central Auditory Processing Disorders**

A study of APD screening and the treatment approach from the perspective of the speech-language pathologist for development and implementation of an IEP (individual education plan) for auditory processing disorders.

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

**SPH 511 Advanced Audiology**

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

**SPH 512 Voice Disorders**

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

**SPH 515 Craniofacial Anomalies**

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

**EPS 550 Research Methods**

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

**3.3 Research Courses**

The program's curriculum places a strong emphasis on research. Undergraduate students are required to enroll in one of the following courses: PSY 230 (Experimental Methods) or MTH 220 (Introduction to Probability and Statistics). During their first year of graduate school, graduate students take EPS 550 (Research Methods) and SPH 509 (Research in Speech-Language Pathology) in a fall-spring sequence. While taking these two courses, students design and complete an original research project involving the collection and statistical analysis of experimental data. The research projects include extensive literature reviews. At the end of the spring semester, the project culminates in an afternoon of poster sessions presented by the students and attended by

faculty and students. Topics typically include many clinical efficacy studies and/or single subject design studies. Several graduate students have presented their research at ASHA and TSHA conferences in recent years.

### **3.4 SPH 504-Lecture Portion of Clinical Practicum Course**

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

The topic of professional issues includes detailed coverage of certification and licensure requirements, assistance with preparation for the comprehensive exam and national PRAXIS exam, help with preparing resumes and interviewing skills, and the ASHA Code of Ethics and how it applies to the protection of the welfare of clients.

### **3.5 Faculty/Instructor Evaluations**

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

### **3.6 Course Competencies**

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

## **4.0 STUDENTS RIGHTS AND RESPONSIBILITIES**

### **4.1 Admissions Data**

We accept an average of 20 new graduate students each year, with a current requirement of beginning the program in the summer 2 session each year. We typically receive over 90 applications for our graduate program each year.

Please see this form on our website listing all admission requirements:

<http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/admission-requirements.pdf>

Students are required to supply undergraduate transcripts along with GRE scores and 3 letters of recommendation and a specific reference form found on our website: [http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/recommendation\\_graduate\\_program.pdf](http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/recommendation_graduate_program.pdf). Students also must provide signed copies of clock hours accumulated in their undergraduate programs.

## **4.2 Cultural Norms**

### **Age**

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

### **Gender**

1 male to every 20 females

### **Race**

20%	Hispanic
30%	African American
50%	Caucasian

## **4.2 Student Advisement**

The Program Director monitors the progress of all graduate students to ensure that they will meet requirements for graduation, ASHA certification, and Texas licensure. Before registering for courses, all students must obtain an Advisor Form from the program director, Dr. Bergan. Responsibility for advisement of graduate students is shared by Dr. Bergan and the graduate faculty members. Dr. Bergan validates that these requirements have been met before approving the student's petition for graduation.

## **4.3 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.

#### **4.4 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.

#### **4.5 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](mailto: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.

#### **4.6. 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](mailto:finaid@sfasu.edu).

#### **4.7 Graduate Student Assistantships**

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

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

#### **4.8 Scholarships**

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

**The Elnita O. Stanley Scholarship** was established in 1998 by a group of alumni and faculty from Stephen F. Austin State University to honor Dr. Stanley for her service to SFASU and the profession of Speech-Language Pathology. The selection process occurs early in the spring semester and is

awarded at the TSHA Foundation Lunch at the TSHA convention. The amount is approximately \$900-\$1000.

**The Gilbert C. Hanke Scholarship** was established in 2005 by the staff and friends of the Department of Communication Sciences and Disorders of Stephen F. Austin State University. The scholarship is awarded to a graduate student who demonstrates leadership responsibilities in the SFASU Chapter of the National Student Speech-Language-Hearing Association. Recipients of this scholarship are selected by the faculty early in the spring semester. The award is given at the TSHA Foundation Luncheon at the TSHA convention. The amount is approximately \$900-\$1000.

**The ETRSLA Scholarship** is awarded by ETRSLA (East Texas Regional Speech Language and Hearing Association) members. This scholarship is approximately \$300-\$500 and is awarded at the NSSLHA Winter Conference each year (usually in February).

#### **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; [osareception@yahoo.com](mailto:osareception@yahoo.com) (make sure this is still correct/accurate)

#### **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](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 Probation**

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

#### **4.12 Clinical Probation**

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

#### **4.13 Academic Assistance and Resource Center**

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

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

#### **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](mailto:rrwright@sfasu.edu)  
<http://libweb.sfasu.edu/aarc/aarc.htm>

#### **4.14 Counseling Center/Services for Students**

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

#### **4.15 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.

### **5.0 ADMISSION TO CANDIDACY**

#### **5.1 Graduate Degree Plan of Study**

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

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

## **5.2 Admission to Candidacy**

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

## **6.0 COMPREHENSIVE EXAMINATION**

### **6.1 Description of Comprehensive Exam**

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

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

### **6.2 Content of Comprehensive Exam**

#### **DAY 1: YOU WILL COMPLETE 140 MULTIPLE CHOICE QUESTIONS**

This portion of comps will cover the primary content areas recognized by ASHA. You will have four hours to complete this portion of the comps exam.

1. Professional Issues/Psychometrics/Research
  - a. Ethical practices
  - b. Standards and laws
  - c. Research methodology/psychometrics

2. Phonological and Language Disorders
  - a. Phonological disorders
  - b. Language disorders
  
3. Speech Disorders
  - a. Voice disorders
  - b. Resonance disorders
  - c. Fluency disorders
  
4. Neurogenic Disorders
  - a. Dysphagia
  - b. Neurological disorders
    - i. Aphasia
    - ii. Motor speech disorders
    - iii. Progressive disorders
    - iv. Cognitive communication disorders
  
5. Audiology/Hearing
  - a. Hearing Science
  - b. Audiological assessment
  - c. Auditory habilitation and rehabilitation
  
6. Clinical management
  - a. Counseling
  - b. Alternative/Augmentative Communication
  - c. Instrumentation
  - d. Efficacy
  - e. Speech-language assessment
  - f. Speech-language intervention
  - g. Documentation and monitoring client progress
  - h. Syndromes and genetics
  
7. Basic Human Communication Processes
  - a. Language acquisition and learning theory
  - b. Language science
  - c. Speech science

## **DAY 2: CASE STUDIES/ESSAY QUESTIONS**

You will each have to answer 4 essay questions about patients with conditions from 4 of the following 8 areas (identified in the KASA document):

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

## 8) Social aspects of communication

The faculty will determine which 4 of the 7 areas you will be tested on. You will be allowed one hour for each essay, so four hours total for this part of the comps exam.

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

The faculty will be providing you with a couple of examples of what these case studies will look like before Christmas break.

### **CASE STUDY-EXAMPLE ONLY**

Remember, you will have 2 hours to write the response-plan on using the FULL time; your answer should be fairly lengthy and detailed.

#### Background History

Michael is a 24-year-old male who stutters. His stuttering is characterized by repetitions on initial sounds of words, particularly at the beginning of sentences. In addition to the increased frequency of stuttering at the beginning of words, he also complains of a tight or strained feeling in his throat and occasional odynophonia. This sensation is more noticeable when the severity of his stuttering is at its worst. He reports having received stuttering therapy while in elementary school but that it did not seem very helpful as most of the activities centered around reading. Additionally, he has not received any services since that time. There is no real presence of obvious secondary behaviors although you do

notice that he does tend to look away from you when experiencing a stuttering moment. His assessment yielded an Erickson S24 score of 20. His s/z ratio was consistent with a vocal pathology. His voice range profile is significantly reduced in both frequency and intensity range. His voice also sounds strained at times. The client was employed as a pharmaceutical representative, however lost his position due to increased difficulty meeting the demands of the position.

#### Questions:

Please use a narrative form to answer EACH of the following questions as completely as possible. For EACH of your responses, provide a logical rationale and cite appropriate references.

1. Please explain what parameters of Michael's voice you will assess and why. Describe the methods you will use for those assessments. What kinds of results would you expect to find from these assessments?
  1. In addition to the quantitative data provided through background information how would you assess Michael's fluency disorder across the following dimensions: cognitive, affective, linguistic, motoric, and social (CALMS) domains? Be sure to include what types of questions you would ask as well as what information you would hope to obtain across each domain.
  2. For both voice and dysfluency: What other information regarding this patient's medical history, social history, work history, and psychosocial issues would be helpful in developing a treatment plan? What kinds of questions would you ask?
  3. Provide detailed short and long-term therapy goals for the fluency and voice Impairments. Make sure you provide a rationale for these goals. Which disorder would you address first? Why?

### **6.3 Scoring, Rewrites, and Retakes**

Multiple choice portion: The multiple choice questions will be scored with scan-trons. The score required to pass this portion of comps will be determined by finding the mean score for the class and calculating 1.5 standard deviations below it. Any student scoring more than 1.5 standard deviations below the mean will fail the multiple choice portion of comprehensive exam.

Case study/Essay portion: All faculty will participate in grading the case study/essay questions described below. We will be using a detailed rubric which will be given to you before Christmas break. Each case study is evaluated on four qualities: 1) depth and breadth of knowledge, 2) effectiveness of written communication, 3) ability for analytical thinking, and 4) evidence of best practice, values, and ethics of the profession. Each faculty member independently scores each response on a 1-5 rating scale for these four qualities. Each faculty member then averages these quality scores for a final score for each case study response.

1=poor  
 2=below average  
 3=average  
 4=above average  
 5=excellent

Based on this 5-point scale, the following scale reflects the student's performance level and passing score (for each case study):

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

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

I. Demonstrates breadth and depth of knowledge in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: no more than 1 significant inaccuracy; and specific, detailed information for each tested area with connection across tested areas, clear understanding of complexity of information demonstrated by explanations and elaborations.					
4 = Above Average: no more than 2 significant inaccuracies; and general information for each tested area with connections across tested area, use of minimal explanations and elaborations.					
3 = Average: no more than 3 significant inaccuracies; and general information or each tested area with connections across tested areas, limited understanding of complexity of information demonstrated by lack of explanations and elaborations.					
2 = Below Average: no more than 4 significant inaccuracies, vague information or each tested area with no clear connection across tested area, limited understanding of complexity of information demonstrated by lack of explanations and elaborations					
1 = Poor: 5 or more significant inaccuracies; and vague information or some of each tested areas with no clear connection across tested area, no evidence of understanding of complexity of information demonstrated by lack of explanations and elaborations.					

II. Demonstrates effective written communication in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: easy to read, professional language, well organized, clear response to question, proper reference citation(s)					
4 = Above Average: informal language, some organization, clear response to question, minor difficulties with citation(s)					
3 = Average: informal language, lacking organization but response imbedded in writing, minor mis-citation					
2 = Below Average: difficult to read, disorganized, confusing answer, major mis-citation					
1 = Poor: difficult to read, cannot discern answer, no citation used					

III. Demonstrates an ability for analytical thinking in the discipline	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: Consistently integrates classroom knowledge throughout response with case specific analysis, differential diagnosis, conceptual understanding, and clearly stated rationales					
4 = Above Average: Usually integrates classroom knowledge throughout response with general analysis differential diagnosis general understanding of concepts and some rationale.					
3 = Average: Frequently integrates classroom knowledge throughout response with general analysis, differential diagnosis, general understanding of concepts and weak rationale.					

2 = Below Average: Occasionally integrates classroom knowledge throughout responses, general understanding of concepts, no rationale stated.
1 = Poor: Rarely integrated classroom knowledge, limited understanding of concepts no rationale stated.

IV. Exhibits the best practices, values, and ethics of the profession	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Poor
5 = Excellent: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics and demonstrates evidence-based practices through references and application of relevant, current research.					
3 = Average: Response adheres to scope of practice and preferred practice patterns of ASHA and does not violate any aspect of the Code of Ethics, and demonstrates evidence-based practices through the application of related research.					
1 = Poor: Unable to demonstrate understanding of scope of practice and preferred practice patterns of ASHA, violates portions of the Code of Ethics, and is unable to use evidence-based practices demonstrated through lack of related research.					

Total Score: \_\_\_\_\_ Final Average Score: \_\_\_\_\_ Pass/Fail: \_\_\_\_\_

#### Case Study

<3.0 – does not meet expectations

3.0-4.0 – meets expectations

### **6.4 Application to Take Comprehensive Exam**

In order to apply for the exam, the student complete the Comprehensive Final Application you will need to submit copies of (1) degree plan, (2) transcript of graduate work completed and (3) proof of registration for the National Examination. Application to take the comprehensive examination must be made no later than four weeks prior to the date of the exam. The student is responsible for making application for the comprehensive examination by obtaining a Comprehensive Examination Application from the program office.

The exam is taken on computer. If one wishes to request to retake Comps by pencil and paper, such a request should be made to the SLP/A faculty in writing and justification for such given.

### **6.5 ETS Registration Requirement for Comprehensive Exam**

A copy of your receipt or admission ticket must accompany your application for the comprehensive examination.

## **7.0 NATIONAL EXAMINATION**

### **7.1 Description**

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

Format of PRAXIS: 120 Multiple Choice Questions in 120 minutes

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

## **7.2 Content of the PRAXIS Exam**

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

Speech-Language Pathology (0330)

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

You can also find additional information about the PRAXIS content from the following website:

<http://www.ets.org/Media/Tests/PRAXIS/taag/0330/about.htm>

## **7.3 Scoring of PRAXIS**

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

## **7.4 Application to take the PRAXIS**

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

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

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

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

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

You may contact the ETS for more information as follows:

Telephone (609) 771-7395  
 For Disability Services: (609) 771-7780  
 For deaf and hard of hearing TTY: (609) 771-7714  
 E-mail: [praxis@ets.org](mailto:praxis@ets.org)  
 Fax: (609) 530-0581 or (609) 771-7906  
 Online: [www.teachingandlearning.org](http://www.teachingandlearning.org)

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

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

## **7.5 PRAXIS Study Guides**

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

- What Is the Praxis All About?
- Testing Requirements
- Passing Scores
- Test Formats and Questions
- Test-Taking Strategies
- How Test Preparation Can Help You
- If You Must Repeat a Test

The TAAG booklet also includes test descriptions and practice exam questions for speech-language pathology and audiology. For more information about the TAAG or the Registration Bulletin, go to [www.ets.org/praxis](http://www.ets.org/praxis) or go to <http://www.ets.org/Media/Tests/PRAXIS/taag/0330/about.htm>

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

## **8.0 ASHA CERTIFICATION**

### **8.1 Requirements for Certification**

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

### **8.2 Certification Standards**

- I. **Degree**  
Master's or Doctoral degree. All coursework and practicum requirements must have been initiated and completed at an ASHA accredited university program.
- II. **Academic Coursework:**  
75 hours total with 36 hours at the graduate level
- III. **Clinical Observation and Practicum (400 hours)**
  - a. Clinical Observation (25 hours)  
-Prior to beginning clinical practicum
  - b. Direct Client contact (375 hours)  
Note: The above standards are minimum requirements.  
All practicum supervision must be provided by individuals who hold the current Certificate of Clinical Competence in the appropriate area of practice.
- IV. **National Examination Component**  
All applicants must pass the National Examination within two years after ASHA has approved their academic coursework and clinical practicum.
- V. **Clinical Fellowship Component**  
All applicants must successfully complete the Clinical Fellowship within four years of the date coursework and clinical practicums were completed.

### **8.3 Application for Certification**

During their last semester of graduate study, students meet with the Program Director and Clinic Director to complete their applications for ASHA certification. When applying for certification, students must submit the following materials to the ASHA Certification office:

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

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

## **9.0 ASHA CLINICAL FELLOWSHIP**

### **9.1 Description**

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

### **9.2 Clinical Fellows**

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

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

### **Important information:**

- If dual certification is sought, full clinical fellowship requirements must be met in each area.
- ASHA’s Ethical Practice Board has determined that clinical fellows may specify “CF/SLP” after their names.
- It is the clinical fellow’s responsibility to abide by the ASHA’s “Code of Ethics” during the clinical fellowship.

### **9.3 Length of Clinical Fellowship**

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

- 25-29 hours per week, with the length of the clinical fellowship lasting at least 48 weeks
- 20-24 hours per week, with the length of the clinical fellowship lasting at least 60 weeks
- 15-19 hours per week, with the length of the clinical fellowship lasting at least 72 weeks

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

### **9.4 Clinical Fellowship Supervisor**

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

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

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

the clinical fellow being supervised, beyond reasonable reimbursement for direct expenses.

## **9.5 Evaluation of Clinical Fellows**

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

## **10.0 STATE LICENSURE**

### **10.1 State Board of Examiners**

The Texas Legislature established the State Board of Examiners for Speech-Language Pathology and Audiology to regulate speech-language pathologists and audiologists in the state of Texas on September 1, 1983. Following sunset review, the licensure law was extended on September 1, 1993. The Sunset Advisory Commission was created in 1977 to identify, eliminate waste, duplication and inefficiency in government agencies. The Board adopts rules to regulate the qualifications and practices of Speech-Language Pathologists and Audiologists, including speech-language pathology assistants (SLP-A) and interns in Audiology who are licensed in Texas. The Board also issues registrations for Audiologists and interns in Audiology to fit and dispense hearing instruments.

The State Board of Examiners for Speech-Language Pathology and Audiology was created administratively within the Texas Department of health. Complaints are filed with the Texas Department of Health Complaint Investigations Unit of the Professional Licensing and certification Division.  
[http://www.dshs.state.tx.us/speech/sp\\_complaint.shtm](http://www.dshs.state.tx.us/speech/sp_complaint.shtm)

#### **Board Activities:**

Adopt rules to establish standards including a Code of Ethics:

- Evaluate credentials
- Issue initial and renewal licenses and registrations
- Register audiologists and interns of audiology to fit and dispense hearing instruments
- Evaluate continuing education requirements for renewal

- Investigate complaints
- Deny, revoke, or suspend licenses or other disciplinary actions after opportunity for a hearing has been offered
- Publish a newsletter

## **10.2 Requirements for State Licensure**

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

### Education and Experience Required for Texas Licensure:

#### SLP License:

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

#### SLP-A (Assistant) License:

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

#### Intern License

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

#### Temporary Certificate of Registration

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

#### Definitions:

“Intern” 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.

### **10.3 Application for State Licensure**

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

- A properly completed and signed Application Form
- A Course Work and Clinical Experience Form for Interns signed by the Program Director
- An original or certified copy of college transcripts
- National Examination score (When you register to take the exam, request that your score be reported to the Board.)
- A non-refundable application fee

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

State Board of Examiners of Speech-Language Pathology and Audiology,  
Texas Department of Health, 110 West 49<sup>th</sup> Street, Austin, Texas 78756-3183,  
USA. Email: [speech@tdh.state.tx.us](mailto:speech@tdh.state.tx.us); Telephone: (512) 834-6627; Fax: (512)  
834-6786. Web: <http://www.tdh.state.tx.us/hcqs/ple/speech.htm>

## **11.0 CONTINUING EDUCATION**

### **11.1 Definition**

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

### **11.2 Continuing Education Requirements**

Texas Licensure:

- One CEU (1.0) is required annually for license renewal, 1.5 CEU for a dual license. 1.0 CEU = 10 contact hours (of coursework, etc.)
- SLP and AUD assistants also must obtain 1.0 CEU per year.

ASHA Certification:

One CEU (1.0) will be required annually for SLP certification renewal under the new ASHA standards after January 1, 2005.

**11.3 Award for Continuing Education**

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

**11.4 ASHA CE Registry**

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

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

Participation in the Continuing Education Registry is optional; therefore, your Continuing Education (CE) Registry fee is in addition to your ASHA Membership Dues. If you have questions about the ASHA CE Registry, contact the Registry staff by phone at 800-498-2071 or email [continuinged@asha.org](mailto:continuinged@asha.org).

**12.0 PROFESSIONAL ORGANIZATIONS**

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

### **12.1 American Academy of Audiology**

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

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

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

### **12.2 American Speech-Language-Hearing Association**

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

#### ASHA Activities:

- Awards the Certificate of Clinical Competence
- Accredits graduate education programs
- Informs the public about communication disorders
- Administers the ASHA Code of Ethics
- Sponsors continuing education, including an annual convention
- Defines the scope of practice
- Establishes professional guidelines and publishes position statements
- Publishes research journals

#### ASHA Publications:

- American Journal of Audiology (AJA) - is published first online, with articles posted on a rolling basis soon after they complete peer review. Print issues of AJA are published in June and December of each year. AJA pertains to all aspects of clinical practice in audiology.
- American Journal of Speech-Language Pathology (AJSLP) - is published quarterly in February, May, August, and November, pertains to all aspects of clinical practice in speech-language pathology.
- Journal of Speech, Language, and Hearing Research (JSLHR) - is published six times a year in February, April, June, August, October, and December, pertains

broadly to studies of the processes and disorders of hearing, language, and speech and to the diagnosis and treatment of such disorders.

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

### **12.3 American Speech-Language-Hearing Foundation**

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

### **12.4 National Student Speech-Language-Hearing Association**

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

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

#### **NSSLHA CONFERENCE SPEAKERS**

<b>Year</b>	<b>Speaker</b>	<b>Topic</b>
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

## **12.5 Texas Speech-Language-Hearing Association**

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

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

### **TSHA Activities:**

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

### **TSHA Publications:**

- Texas Journal of Audiology and Speech Pathology (TEJAS)
- Communicologist Newsletter
- TSHA Membership Directory

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

## **12.6 Texas Speech-Language-Hearing Foundation**

The Texas Speech-Language-Hearing Foundation (TSHF), a non-profit organization, was formed in 1985 to administer a scholarship endowed by the Braniff Women's Auxiliary for students in the fields of speech-language pathology and audiology.

Reorganized in 1992, TSHF continues to add scholarships and research funds and hosts a yearly educational leadership conference.

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

**Educational Programs:**

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

**Frank Brister Capital Fund:**

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

**Gilbert C. Hanke Endowed Scholarship Fund:**

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

**Elnita O. Stanley Scholarship:**

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

**Presentation of Funding Awards:**

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

**12.7 East Texas Regional Speech-Language-Hearing Association**

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

- Provide continuing education to area audiologists and speech-language pathologists
- Promote public awareness and influence public opinion about the professions
- Inform members about legislation and professional issues
- Provide support and encouragement to members
- Endow scholarships

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

### 13.0 Frequently Asked Questions

Q. Do you offer any courses online?

A. No, we do not at this time.

Q. If I have a bachelor's degree in different field, but want to come back for Speech-Language Pathology what do I need to do?

A. We offer leveling courses that are the pre-requisites for entering the Master's Program. A candidate after meeting the requirements of these courses satisfactorily has to submit an application for Graduate school admission

Q. How many courses are included in the leveling program?

A. 12 courses that are required by American Speech and Hearing Association (ASHA)

Q. How many credit hours are required to obtain a Master's Degree?

A. We require 57 credit hours

Q. Can I choose the externship site for clinical training?

A. Yes, if you have an idea of where you want to go, or who you want to work with, you must get the contact information, find out if they accept interns and give that information to the clinic director.

Q. How many clinic hours are required?

A. 400 total clinical hours are required; this includes the 25 undergraduate observation hours.