

Graduate Student Academic Handbook

SPEECH-LANGUAGE PATHOLOGY

STEPHEN F. AUSTIN STATE UNIVERSITY
P.O. BOX 13019 SFA
NACOGDOCHES
TEXAS 75962
(936) 468-7109
www.sfasu.edu/humanservices/69.asp

Compiled by:

Communication Sciences and Disorders
Faculty and Staff
Revised Summer 2021

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• PROGRAM INFORMATION •

HISTORY

The Speech-Language Pathology Program was established in 1962. The first Bachelor of Science degree was awarded in 1965 followed by the first Master of Science degree in 1969. The master's degree program was accredited by The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) in 1991, and in 1992 a new clinic was constructed in the Birdwell Building. In 1998, the clinic was named the Elnita O. Stanley Speech and Hearing Clinic in recognition of Dr. Stanley's distinguished service to the university. The Speech-Language Pathology Program moved to the brand-new Human Services Telecommunication Building in April 2004. The Elnita O. Stanley Speech and Hearing Clinic was re-named the Elnita O. Stanley Center for Speech and Language Disorders in fall of 2017.

OVERVIEW

The Speech-Language Pathology Program at Stephen F. Austin State University is one of several programs in the Department of Human Services and Educational Leadership, which is housed under the James I. Perkins College of Education. Other departments in the College of Education include Education Studies, Human Sciences, and Kinesiology and Health Science. Other programs of study offered by the Department of Human Services and Educational Leadership include Rehabilitation Sciences, Counseling, Human Services, and School and Behavioral Psychology.

MISSION

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one's career.

ACCREDITATION

The Masters of Science (M.S.) education program in speech-language pathology at Stephen F. Austin State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) 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

ACADEMIC 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.

CLINICAL 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.

PROGRAM STRENGTHS

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

1. An innovative clinical service delivery model for young children.
2. An accessible instructional staff.
3. Students' perception that the instructional staff is committed to their clinical education and professional development
4. Strong relationship with the community.
5. Students breadth and depth of knowledge

Additional strengths of the program include:

1. The program enjoys strong administrative respect and support.
2. The program's graduates have an exceptional record of performance on the National Examination.
3. Employers of the program's graduates express high satisfaction in the preparation of these students both academically and clinically.
4. The program has an active NSSLHA chapter.
5. The program requires research projects and presentations from each of its graduating students.
6. One of the program strengths is the presentation of an annual conference. This conference provides continuing education for faculty and other professionals in the community, an opportunity for students to hear nationally-recognized speakers, and generates income which is used to support student travel to the Texas Speech-Language-Hearing Association annual convention.

FACULTY

Layne DeBardelaben

Clinical Instructor

MA	Communication Disorders	University of Houston
BS	Communication Disorders	Stephen F. Austin State University

Amy Durham

Clinical Instructor

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

Jaime Flowers

Assistant Professor

Ph.D.	Education	Chapman University
M.A.	School Psychology	Chapman University
B.A.	Screenwriting	Chapman University
Cert	Applied Behavior Analysis	Florida Institute of Technology

Ali Hachem

Associate Professor

Ph.D.	Educational Administration	Miami University of Ohio
M.Ed.	Educational Leadership	Qatar University
T.D.	Secondary Science Education	American University of Beirut
B.S.	Chemistry	American University of Beirut

Erin Keeling

Externship Coordinator/Clinical Instructor

MS	Speech-Language Pathology	Texas Women's University
BS	Communication Disorders	Stephen F. Austin State University

Deena Petersen, M.S., CCC-SLP

Clinic Director/Clinical Instructor

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

Lydia Richardson, SLP.D., CCC-SLP

Associate Professor and Program Director

SLP.D.	Speech-Language Pathology	Nova Southeastern University
MS	Speech-Language Pathology	Stephen F. Austin State University
BS	Communication Disorders	Stephen F. Austin State University

Adjunct Faculty and Instructors

Elizabeth Buell, M.S., CCC-SLP

Adjunct Professor

Au.D.	Audiology	University of Texas at Dallas
Ph.D.	Communication Sciences and Disorders	University of Texas at Dallas
M.S.	Computer Education and Cognitive Systems	University of North Texas
B.A.	Historical Studies	University of Texas at Dallas

Jessica Conn, M.S., CCC-SLP

Adjunct Instructor

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

Robert J. Lowe, Ph.D.

Adjunct Professor

Ph.D.	Speech-Language Pathology	Ohio University
M.Ed.	Speech-Language Pathology	Clarion State University

B.A.	Psychology	Slippery Rock State College
Jaime Michise, M.S., CCC-SLP		
<i>Adjunct Instructor</i>		
MS	Communication Sciences and Disorders	Bowling Green State University
BS	Communication Sciences and Disorders	Bowling Green State University
Diane Morton, M.A., CCC-SLP		
<i>Adjunct Clinical Instructor</i>		
MA	Speech-Language Pathology	University of Texas - Austin
BA	Speech-Language Pathology	Texas Tech
Raul Prezas, Ph.D., CCC-SLP		
<i>Adjunct Professor</i>		
Ph.D.	Communication Science and Disorders	Wichita State University
MS	Communication Sciences and Disorders	Wichita State University
BM	Music/Vocal Performance	Trinity University
BA	Business Administration	Trinity University
Nandhakumar Radhakrishnan, Ph.D., CCC-SLP		
<i>Adjunct Professor</i>		
Ph.D.	Communication Disorders	Bowling Green State University
M.S.	Audiology and Speech Rehabilitation	Mumbai University, India
B.S.	Audiology and Speech Rehabilitation	Mumbai University, India

• FACILITIES •

HUMAN SERVICES TELECOMMUNICATION BUILDING

In April of 2004, the program moved into a new facility called the Human Services Telecommunications Building. Located on the second floor of the HSTC building. The program has nine faculty offices, a reception area, graduate workroom, clinic office, clinic reception area as well as the Stanley Center for Speech and Language Disorders and Cole Audiology Lab. The third floor of the HSTC houses all classrooms for the Human Services and Educational Leadership Department.

STANLEY CENTER FOR SPEECH AND LANGUAGE DISORDERS

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

The Clinic is equipped with eight therapy rooms complete with observation windows for students, staff, and parents, as well as cameras and microphones for viewing by faculty via a closed-circuit internet system. This system also provides 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.

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 screenings including

4 portable audiometers. The Lab also houses electrophysiological testing equipment, including auditory brainstem response, auditory steady-state response, and otoacoustic emissions testing, as well as video otoscopy and impedance equipment. The lab is open to the public and patients of all ages can be evaluated and treated. A full range of hearing aid services are also provided to patients including sales and repairs.

VOICE SCIENCE LAB

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

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.

GRADUATE STUDENT WORKROOM

The program has a room set aside for student clinicians. This room, located directly across the hall from the clinic waiting room, is used by students for studying and preparing for therapy. The Student Workroom is equipped with worktables, student mailboxes, bulletin boards storage space for students' personal therapy materials. There are also computers with access to a printer.

• REGISTRATION AND STUDENT RECORDS •

STUDENT ADVISING

Students are advised each semester on which courses to register for in the next semester. The Program faculty/staff monitors the progress of all graduate students to ensure that they will meet requirements for graduation, ASHA certification, and Texas licensure. The faculty will validate that these requirements have been met before approving the student's petition for graduation.

STUDENT RECORDS

Students are allowed access to their academic and clinical records at any time upon request. Students review their academic progress at three points as they move through the program: (1) After admission into the graduate program, (2) before degree plan is filed (after fall semester), (3) when they apply for the comprehensive examination.

Academic coursework is maintained in the program office. Updates are made to each student's academic coursework progression at the end of each semester via the Knowledge of Skills and Acquisition (KASA) in CALIPSO. Students have access to an electronic version of their KASA at any time. In addition, the clinic director monitors clock hours and verifies progress toward clinical requirements. Students are required to record their clock hours on a monthly basis. Students have access to electronic records of both clinical clock hours as well as academic progress via CALIPSO.

Information about clinic policies and procedures, including professional ethics, confidentiality, infection

control, and clock hour requirements, is published in the program's Clinic Manual located on the website. The information in the Clinic Manual is updated annually to reflect changes in the clinical education program.

CALIPSO

CALIPSO is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs. It offers unique interactive and customized data dashboards that enable knowledge management between the clinical administrators, supervisor and student.

• CURRICULUM •

UNDERGRADUATE PREREQUISITES

Any Master of Science candidate must hold a bachelor's degree with an emphasis in communication sciences and disorders. If you have a bachelor's degree with a major that is not in communication sciences and disorders, you may still qualify with the completion of an approved leveling program. All undergraduate course work will be verified by official transcripts.

The following core classes are required: a course in Biological Science, Physical Science, Statistics and Social/Behavioral Science. For more information on the requirements and what courses are accepted please check [ASHA's website](#) regarding course content areas.

Communication Sciences and Disorders courses required prior to beginning master's course work include: Phonetics, Normal Speech/Language Development, Speech Disorders, Language Disorders, Anatomy & Physiology of Speech, Introduction to Audiology, and Neurological Bases of Communication.

COURSE EQUIVALENCY

The program office will evaluate all transfer coursework to ensure that candidates are prepared for graduate study. The course equivalency forms are completed for each graduate student who did not obtain an undergraduate degree in communication sciences and disorders from Stephen F. Austin State University. Along with the undergraduate prerequisites 25 observation hours are also required prior to the start of any clinical assignments.

GRADUATE COURSE DELIVERY MODALITY

Residential Students

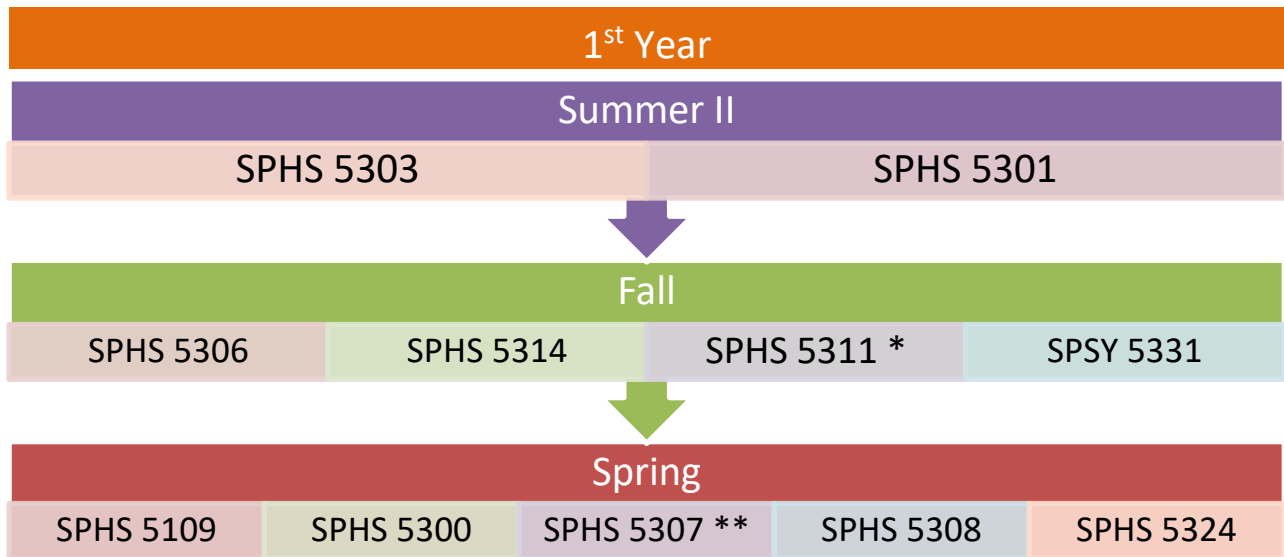
Graduate coursework is delivered synchronously on campus. Most courses are delivered in a face-to-face format; however, some courses will be delivered via Livestream when the professor resides outside of the Nacogdoches area. Professors will attend class via ZOOM and at times will allow students to attend individually via Livestream rather than attending in a classroom on campus; however, that is decided on an individual instructor basis after consulting with the program coordinator.

Distance Students

Graduate coursework is delivered synchronously via Livestream for all courses. All distance students will log into ZOOM during the scheduled class time. Students should communicate this schedule early with their

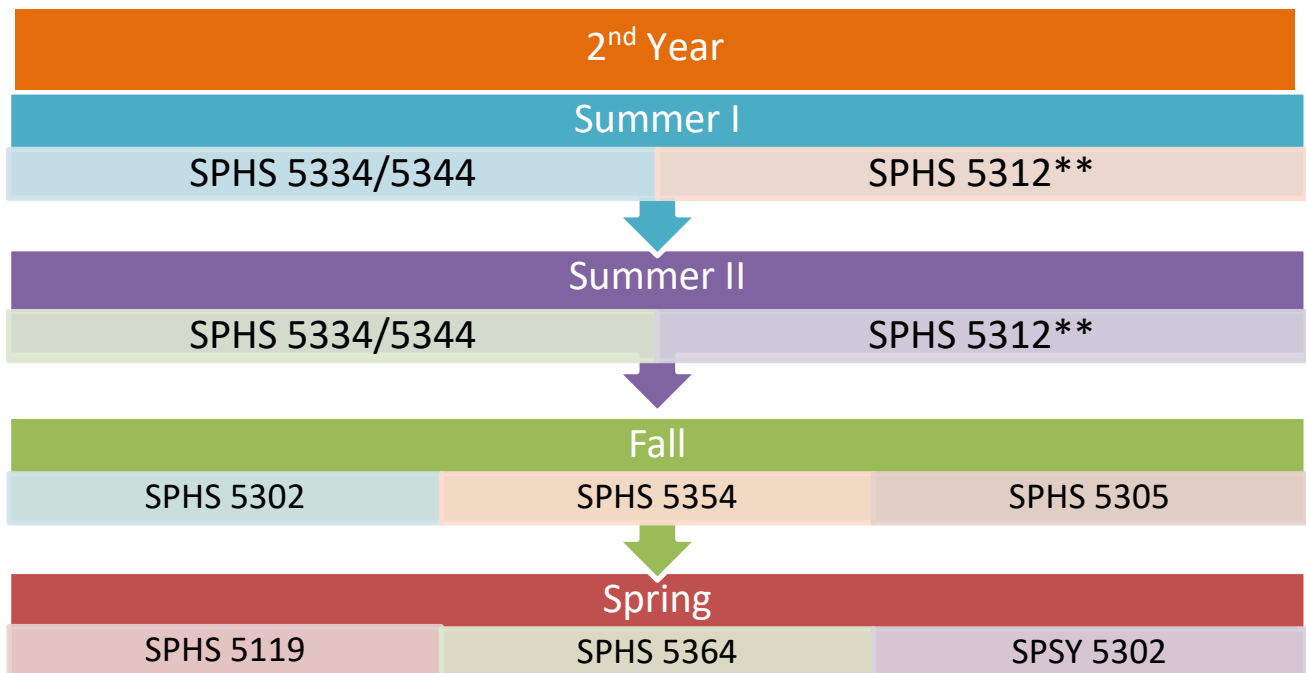
employer and practicum supervisor. Absence from a class due to anything other than illness will not be considered excused.

COURSE SEQUENCE



* Students who took speech science at the undergraduate level will take SPHS 5311 during the fall semester.

** Students who did not take speech science at the undergraduate level will take SPHS 5307 during the spring semester



* Cohort will be divided and half will take SPHS 5334 first summer part of term and the other half will take SPHS 5344 second summer part of term.

** SPHS 5312 will only be taken one time, either first summer session or second summer session.

COURSE DESCRIPTIONS

SPHS 5300 Neurogenic Language Disorders

This course develops an understanding of the etiology, symptomatology, assessment, remediation, and recovery patterns of acquired neurogenic language disorders including aphasia, traumatic brain injury, right hemispheric impairment, and dementia

Prerequisites: Graduate standing or consent of instructor and SPH 480.

SPHS 5301 Speech Sound Disorders in Children

This lecture course is an in-depth study of the areas of speech sound disorder, which include the identification, assessment, and treatment of articulation disorders, phonological disorders, and Childhood Apraxia of Speech. In this course, students will consider impairment/disorder arising at phonological and articulatory levels. Specifically, the course will impart knowledge about problems and issues relating to distinction between disorders of articulation and disorders of phonological processing, how best to characterize them through broad and narrow transcription, their appraisal, and treatment disorders.

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

SPHS 5302 Fluency Disorders

This course develops an understanding of the theories, etiology, assessment, personal impact and therapeutic intervention of fluency disorders in children and adults.

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

SPHS 5303 Diagnostics and Clinical/Research Writing for the SLP

This course is designed to teach students how to analyze data and use basic writing skills to produce assessment reports, treatment plans, progress reports, professional correspondence, and research reports.

SPHS 53-4 Clinical Practicum: Speech-Language Pathology

Three semester hours, one hour lecture and three hours lab per week. For the lecture component of SPHS 53-4 (Clinical Practicum), students meet as a class with a faculty member for one hour per week each fall, spring, and summer semester. Each semester the emphasis changes so that one of the following topics is covered in-depth:

SPHS 5314 – Early Childhood Intervention	SPHS 5324 – Management in Medical Settings
SPHS 5334 – Contemporary Issues and AAC	SPHS 5344 - Counseling
SPHS 5354 – Clinical Management (<i>PRAXIS Prep</i>)	SPHS 5364 - Supervision

Prerequisites: GPA of at least 3.0 in major courses and 25 observation hours.

SPHS 5305 Language Disorders and Multiculturalism

This lecture course advances an understanding of language development and language disorders with an emphasis on the assessment and treatment of language disorders in children and how communication development relates to multicultural backgrounds.

SPHS 5306 Dysphagia

This course addresses anatomy and physiology of normal swallowing as well as the etiology, symptomatology, assessment (including instrumentation), and remediation of dysphagia across the lifespan.

Prerequisites: SPH 233 and graduate standing.

SPHS 5307 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.

SPHS 5308 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.

SPHS 5311 Aural/Oral Habilitation of the Hearing Impaired

This course includes advanced studies of the principles and procedures in the habilitation and rehabilitation of hearing-impaired children and adults.

SPHS 5109 Seminar: Capstone Proposal

This course provides students with an opportunity to develop critical thinking, scholarly writing skills, and research abilities while developing their CAPSTONE proposals. Students will develop and submit an acceptable research/project proposal by the end of the course.

Prerequisites: 12 semester hours of speech-language pathology and audiology and SPSY 5331.

SPHS 5119 Seminar: Capstone Experience

This course provides students with an opportunity to develop critical thinking, scholarly writing skills, and research abilities while completing the CAPSTONE project. Students will successfully complete their CAPSTONE project and present their findings by the end of the course.

Prerequisites: SPHS 5109.

SPHS 5312 Voice Disorders and Craniofacial anomalies

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 as well as 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.

SPSY 5302 School-Based Applied Behavior Analysis

This course continues students' preparation in the area of School Psychology with a focus on ABA and data-based treatment strategies for students with disabilities. Topics relating to human learning and behavior change such as: reinforcement, extinction, punishment, establishing operations, stimulus control, functional assessment, and other topics will be reviewed and discussed. In addition, students will read applied research literature.

SPSY 5331 Quantitative 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.

RESEARCH COURSES AND CAPSTONE PROJECT

The program's curriculum places a strong emphasis on research. During their first year of graduate school, graduate students take SPSY 5331 (Quantitative Research Methods) in the fall and SPHS 5109 (Capstone Proposal) during the spring semester. Students complete their capstone research project during the spring

semester of their second year in the program and register for SPHS 5119 (Capstone Experience). While taking these three 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 second 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.

COURSE EVALUATIONS

Students anonymously 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 online are used and the results are tabulated. Student clinicians evaluate their supervisors using CALIPSO in addition to the online form described above. All evaluations are available for professor/instructor review at the end of each semester.

GRADUATE DEGREE PLAN

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

On rare occasions, it may become necessary for a student to make changes to the approved degree plan. In such cases, the student must obtain approval from the Program Director, Department Chair, and Dean.

• ACADEMIC AND CLINICAL PERFORMANCE •

EVALUATION OF ACADEMIC PROGRESS:

The graduate faculty will meet to evaluate the students' academic progress once each year. In addition, the Registrar and Graduate College will monitor student transcripts on a continuing basis and evaluate all students for *satisfactory academic progress*. A student is expected to maintain a grade point average of 3.0 or higher throughout the course work for the Master of Science degree, demonstrate clinical competence, and make progress in research each semester.

** clinical competence is demonstrated with a clinical rating of at least a 3.0 each semester **

ACADEMIC PROBATION

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

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.

DISMISSAL POLICY

The Master's program in Speech-Language Pathology is a clinical training program. Appropriate academic proficiency and clinical competence must be achieved in order for individuals to function as ethical and competent speech-language pathologists. Dismissal from the clinical graduate program in SLP will be effective beginning the semester immediately following the occurrence of any one of the following:

1. An overall GPA of less than 3.0 for two consecutive semesters.²
2. Three grades of C+ or lower in any academic or clinic courses.
3. An overall grade of D or F in any academic or clinical course and either:
 - a grade of C+ or lower earned in any other class, or
 - an overall GPA of less than 3.0.
4. A clinical rating of less than a 3.0, a grade of C or lower in the clinical practicum course for two semesters, and/or failure to complete any applicable remediation plans.

CLINICAL EVALUATION

Each student will receive a clinical evaluation from their clinical supervisor at two-points during a semester, once at the midterm and again at the end of the semester.

CLINICAL PROBATION

Students must demonstrate clinical competence by obtaining an average clinical rating of no less than a 3.0 and achieve a minimum of a B in clinical practicum courses each semester. A student who fails to meet these requirements will be placed on clinical probation and will not be allowed to enroll in clinical practicum during the next semester. The student will be placed on an individualized remediation plan developed by the faculty's Instructional Support Team. Students who do not satisfactorily meet requirements on their remediation plan or who receive a clinic grade lower than a B for a second time will be removed from the program.

DOCUMENTATION OF ACADEMIC AND CLINICAL PROGRESS

In order to fulfill requirements for the ASHA Certificate of Clinical Competence (CCC), knowledge and skills assessment (KASA) "tracking records" are maintained for each graduate student. The KASA guidelines dictate the knowledge and skills that the SLP program expects students to master by the time of their graduation. Assessments are conducted each semester to determine if students have demonstrated adequate progress relative to the KASA guidelines. In addition to receiving an overall course grade for a class, students are also evaluated by the course instructor for specific knowledge and skills.

REMEDIATION

If a student's knowledge and skills in a particular area are insufficient, the student will be required to undertake remediation activities to demonstrate that they have achieved competency. Except in instances that require a student to retake a course, the remediation process for a given course must be completed within the first 3 weeks of the semester following the one in which the competency was not met.

If a student receives a grade of C+ or lower in an academic course, they must remediate that portion failed or the entire class (depending upon the discretion of the instructor) in order to demonstrate completed KASA competency. Completion of these remediation activities does not result in changes to a student's overall grade in a course. Only one opportunity for course remediation is allowed. If a student fails to remediate a course they will be required to retake the course (with a grade of B or better) in order to demonstrate KASA competency.¹

NOTES:

¹ Retaking a course to improve the grade will not affect the Dismissal Policy.

² The Graduate School requires that students maintain an overall GPA of 3.0 in order to graduate. A cumulative GPA below a 3.0 will place a student on probation with the Graduate School. A grade below a C is not accepted for credit toward a graduate degree.

• COMPREHENSIVE EXAMINATION •

DESCRIPTION

During the final year of graduate study, students are evaluated by means of a comprehensive examination. 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 case study portion of the exam is taken over two days. To be eligible to take the comprehensive examination a student must be enrolled in at least one credit hour of graduate study.

The students must submit a Comprehensive Exam application with their PRAXIS score report attached.

CONTENT

CASE STUDIES/ESSAY QUESTIONS

Students will be required to complete two case studies (one adult, one child) satisfactorily. You will be given **four hours** to complete each case study. Case study questions will be presented across two days and will address a case from the following:

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

Detailed patient profiles will be given to you. You will be required to answer specific questions with detailed, in-depth information. Rubrics are provided prior to the exam date so that students know what they will be graded on.

SCORING

All faculty will participate in grading the case studies. Detailed rubrics typically used to grade the case studies will be provided during the SPHS 5354 course. 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):

- Less than 3.0 – does not meet expectations (re-take new case study in the spring semester)
- 3.0-4.0 – meets expectations (pass)
- 4.1-5.0 – exceeds expectations (pass)

The score for all the case studies will be averaged and the final score will determine whether the student passes or fails the case study/essay portion of the comprehensive exams, and whether they will be allowed to re-take the exam during the spring semester of their second year. Should a student fail the second attempt the student will be required to follow a remediation plan summer I and retake the case study portion of the exam in July. An example of a rubric used to grade the case studies is as follows:

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.					

APPLICATION

To sit for the comprehensive exam you must submit:

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

The application must be turned in by the second Friday of February.

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

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

PRAXIS REGISTRATION REQUIREMENT

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

• PRAXIS EXAMINATION •

DESCRIPTION

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

CONTENT

<u>Content Categories</u>	<u>% of test</u>
I. Foundations and Professional Practice	33.33%
II. Screening, Assessment, Evaluation and Diagnosis	33.33%
III. Planning, Implementation, and Evaluation of Treatment	33.33%

For more information visit their website: <http://www.ets.org/s/praxis/pdf/5331.pdf>

SCORING

A passing score is 162 or above. Students will receive test scores immediately.

APPLICATION

Register Online

Register online for a test with a credit/debit card or PayPal®.

Print your admission ticket and bring it with you to the test center. Your admission ticket is important because it contains the test center address and reporting time on test day. While you are not *required* to present it at the test center, test center personnel may ask you for it. It is better to have a hard copy because test personnel may not accept an image of the ticket on your phone. <https://www.ets.org/praxis/register>

Register by Mail

Complete the [Test Authorization Voucher Request Form \(PDF\)](#) and mail it to ETS. Reference the [code lists](#) to fill out your form.

Once your request is processed, a voucher number will be sent to you, along with instructions on how to register. Allow three weeks for delivery of the voucher.

Print your admission ticket and bring it with you to the test center. Your admission ticket is important because it contains the test center address and reporting time on test day. While you are not *required* to present it at the test center, test center personnel may ask you for it. It is better to have a hard copy because test personnel may not accept an image of the ticket on your phone.

Register by Phone

If you have previously created a [Praxis account](#) online and you are testing at a U.S. test center, you may register by phone.

There is an additional \$35 surcharge to use this service.

Call ETS at **1-800-772-9476** Monday–Friday, 8 a.m. to 7:45 p.m. ET and pay by credit/debit card. Contact ETS at least four days before your desired test date.

STUDY GUIDE

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

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

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

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

• CERTIFICATION AND LICENSURE •

ASHA CERTIFICATION

Being "certified" means holding the Certificate of Clinical Competence (CCC), a nationally recognized professional credential that represents a level of excellence in the field of **Audiology (CCC-A)** or **Speech-Language Pathology (CCC-SLP)**. Those who have achieved the CCC—ASHA certification—have voluntarily met rigorous academic and professional standards, typically going beyond the minimum requirements for state licensure. They have the knowledge, skills, and expertise to provide high quality clinical services, and they actively engage in ongoing professional development to keep their certification current.

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 did go into effect in 2014 for speech-language pathology.

Certification Standards

Degree

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

Academic Coursework:

75 hours total with 36 hours at the graduate level

Clinical Observation and Practicum (400 hours)

- a. Clinical Observation (25 hours)
- 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.

National Examination Component

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

Clinical Fellowship Component

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

For more information regarding the standards please see: <http://www.asha.org/certification>

APPLICATION OF 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).

ASHA CLINICAL FELLOWSHIP

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.

CLINICAL FELLOW

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.

LENGTH OF 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.

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, until requirements are completed.

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.

EVALUATION OF CLINICAL FELLOW

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.

TEXAS STATE LICENSURE

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.

<https://www.tdlr.texas.gov/complaints/>

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

REQUIREMENTS

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.

APPLICATION OF 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 License and Registration, 920 Colorado Austin, Texas 78701. Web: <https://www.tdlr.texas.gov/contact.htm>

Mailing Address:

Texas Department of Licensing and Regulation

P.O. Box 12157

Austin, Texas 78711

Telephone: (512) 463-6599

Toll-Free (in Texas): (800) 803-9202

Relay Texas-TDD: (800) 735-2989

CONTINUING EDUCATION

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.

REQUIREMENTS

Texas Licensure:

- Two CEU (2.0) is required every two years for license renewal
- SLP and AUD assistants also must obtain 2.0 CEU every two years.

ASHA Certification:

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

• 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 both the SFA Chapter of NSSLHA and National NSSLHA chapter.

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

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

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.

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 Fall 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.

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

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

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.

EAST TEXAS 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 profession, inform members about legislation and professional issues, provide support and encouragement to members and endow scholarships.

• STUDENT SERVICES AND POLICIES •

AMERICAN 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.

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. Faculty members work closely with the director of Disability Services to accommodate students with special needs.

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.

GRADUATE ASSISTANTSHIPS

Graduate student assistantships are awarded on an annual basis and depend upon available funds from the fiscal budget. Applications are accepted during the summer semester.

Graduate assistants help the faculty members with academic tasks. They may also assist with clinical filing or checking out of therapy assessments or materials to graduate student clinicians.

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.

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

Contact Information: (936) 468-4108

rrwright@sfasu.edu

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

COUNSELING SERVICES

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>

LIBRARY INFORMATION NETWORK CENTER

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

NON-DISCRIMINATION POLICY

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

Unlawful discrimination based on sex includes discrimination defined as sexual harassment.

For more information please check the [University Affairs website](#).

COMPLAINT PROCEDURES

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](#) at: 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.

UNIVERSITY COMPLAINTS

The university is committed to fostering an educational environment that promotes the highest level of learning and personal development of its students. To support this commitment, SFA strives to ensure all students are treated equitably and in accordance with university policies.

Should an instance arise in which a student believes that a department or an individual has not acted in accordance with this stated goal, the student should seek to resolve the issue informally with the respective individuals involved. If these informal procedures prove unsatisfactory, the student may file a formal written complaint to seek resolution.

For more information on student complaint procedures, please check the [University Affairs website](#).

COUNCIL ON ACADEMIC ACCREDITATION COMPLAINT PROCEDURES

The CAA is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA. For more information regarding the CAA's complaint procedures please visit [their website](#).

FREQUENTLY ASKED QUESTIONS •

Q. How do I go about applying for the program?

A. There is a two-step process in applying to our graduate program.

1. You will first apply to the graduate school

- The graduate school requires official copies of all of your transcripts and your GRE scores plus a \$35.00 fee.

2. You will next want to gather three recommendation letters and forms (which can be found on our website) and mail them to our program.

3. You will want to be sure to check with both our program and the graduate school to insure that your application file is complete.

Q. How many students do you accept per year and when does your graduate program begin?

A. We accept approximately 25 students per year and our graduate program begins in the second part of the summer semester.

Q. Do you offer any courses online?

A. We are excited to announce, that we now offer a distance education program. The application to this program takes place during the same time as the residential application.

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 54 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.