

Undergraduate Student Handbook

COMMUNICATION SCIENCES AND DISORDERS

STEPHEN F. AUSTIN STATE UNIVERSITY
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Compiled by:

Communication Sciences and Disorders
Faculty and Staff
Revised summer 2019

Welcome to Stephen F. Austin State University where **every** student matters.

I am happy that you are considering joining the Lumberjack family in the Communication Sciences and Disorders program. I know how exciting this next step in your life will be, and that choosing the right college is priority. I'd like to share with you a little about what makes the CSD program at SFASU such a special place.

The students are our number one priority here. You will never be a nameless face in the Communication Sciences and Disorders program. Students find that everyone is friendly and genuinely cares about each student. At SFASU, you will have the opportunity to learn from professors who go out of their way to ensure that each student succeeds. Students find that the transformative learning experiences within the on-campus speech clinic help prepare them for graduate school and/or entering the workforce upon graduation.

Here you will have a wonderful college experience among the beautiful pines of East Texas and the variety of extracurricular activities that are offered. I encourage you to arrange for a visit and learn more about the CSD program. If you have specific questions about the program, please do not hesitate to reach out to us at speechpath@sfasu.edu. I hope to see you on campus!

Axe'Em JACKS!!!!

Lydia Richardson SLPD, CCC/SLP

Program Director, Communication Sciences and Disorders Program

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• MISSION STATEMENT •

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 emphasizing the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one's career.

• PROGRAM OVERVIEW •

The Communication Sciences and Disorders Program at Stephen F. Austin State University is one of several programs in the Department of Human Services, which is housed under the James I. Perkins College of Education. Other departments in the College of Education include Elementary Education, Human Sciences, Kinesiology and Health Science, Secondary Education and Education Leadership. Other programs of study offered by the Department of Human Services include Rehabilitation Sciences, Deaf and Hard of Hearing, Orientation and Mobility, Counseling, Visually Impaired, Special Education, and School and Behavioral Psychology.

• PROGRAM ACCREDITATION •

The undergraduate program is accredited under the Southern Association of Colleges and Schools (SACS). The Masters of Science 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

• ACADEMIC EDUCATION GOALS •

1. The student will demonstrate knowledge of clinical policies and procedures.
2. The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology.
3. The student will demonstrate knowledge of normal speech and language development and production in preparation for graduate school.
4. The student will demonstrate knowledge of behavioral management techniques and appropriate reinforcement procedures for a variety of age levels and disorders.
5. The student will demonstrate knowledge in assessment of language and articulation.
6. The student will demonstrate knowledge in intervention strategies for speech and language disorders.
7. The student will gain an adequate understanding of the diversity of etiologies and employment settings found in the field of speech-language pathology.

• FACULTY •

Lydia Richardson, SLP.D., CCC-SLP

Program Director and Assistant Professor

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

Layne DeBardelaben, M.A., CCC-SLP

Clinical Instructor

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

Amy Durham, M.S., CCC-SLP

Clinical Instructor

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

Erin Keeling, M.S., CCC-SLP

Clinical Externship Coordinator/Clinical Instructor

MS	Speech-Language Pathology	Texas Woman University
BS	Speech-Language Pathology	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

Raul Prezas, Ph.D., CCC-SLP

Associate Professor

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

ADJUNCT FACULTY AND VISITING PROFESSORS

Debra Bankston, M.A., CCC-SLP

Adjunct

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

Jessica Conn, M.S., CCC-SLP

Visiting Clinical Instructor

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

Kristin P. Holloway, M.S., CCC-SLP

Adjunct

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

• FACILITIES •

The Stanley Center for Speech and Language Disorder is also housed in the Human Services Telecommunications Building. The center 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. The center 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. 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.

A percentage of the observation hours that are required as part of the curriculum will be obtained in the Stanley Center for Speech and Language Disorders as well as the experience hours undergraduate students earn while assisting in the clinic.

• COURSE REQUIREMENTS •

1. Core Curriculum Requirements (42 hours)

A. Communication (6 hours)

1. Three hours from: ENG 131 or 133
2. Three hours from: COM 111 or COM 170

B. Mathematics (3 hours)

1. MTH 220

C. Biological Sciences (3 hours)

1. BIO 121, 123, 133, 238

D. Physical Sciences (3 hours)

1. CHE 111, 112, 133, 134, 231; PHY 101, 102, 110, 118, 125, 131, 132

E. Language, Philosophy & Culture (3 hours)

1. ENG 200 - 420, 420; PHI 153, 223; HIS 151, 152

F. Creative Arts (3 hours)

1. ART 280, 281, 282; MUS 140; MHL 245; THR 161, 163, DAN 140

G. American History (6 hours)

1. HIS 133, HIS 134

H. Government/Politics (6 hours)

1. PSC 141, PSC 142

I. Social/Behavioral Science (3 hours)

1. PSY 133, SOC 137, ANT 231

J. Component Area Option (6 hours)

1. ENG 132, ENG 273

2. Departmental Requirements (3 hours)

A. ENG 344, 441

3. Support/Pre-Major Area (6 hours)

A. Three hours from: BIO 238; ECH 328, 331; ENG 342, 441; EPS 485; HMS 236, 241; SPA 310

B. Three hours from: PSY 210 or SOC 370

4. Major Course Requirements (48 hours)

A. CSD 200, CSD 210, CSD 420, CSD 230, CSD 220, CSD 420, CSD 310, CSD 340, CSD 330, CSD 430, CSD 240, CSD 400, CSD 380, CSD 410, SPE 329, and RHB 381

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

• PROGRAM ADMISSION REQUIREMENTS •

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

1. Acceptance to SFA
2. Overall GPA of 2.75 in college work
3. Completion of CSD 200, CSD 210 and CSD 220
4. Grade of a B or higher in each of the required courses

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

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

1. Completed application to the Communication Sciences and Disorders Program
2. Complete transcripts for all previous college credit

It is the responsibility of the student to make sure that all application materials are received by the Communication Sciences and Disorders program by the deadline.

• MINOR IN CSD •

Minor requirements: CSD 200 and 15 additional hours planned with the minor adviser. The minor must include six semester hours of advanced residence credit.

Minors do not meet state certification requirements for speech-language pathologist assistants.

• POST-GRADUATE STUDIES •

Students who have completed a bachelor's degree in other fields of study may enroll in undergraduate communication sciences and disorders courses in preparation for graduate study. These post-graduate students must meet the requirements for admission to the bachelor's degree listed previously. In order to be eligible to apply to the SFASU graduate program, post-graduate students must complete the following courses: CSD 200, CSD 210, CSD 420, CSD 230, CSD 220, CSD 420, CSD 310, CSD 330, CSD 430, CSD 240, CSD 380, and CSD 410

• COURSE SEQUENCING •

Courses	Pre-Requisite
CSD 200**	
CSD 210**	
CSD 220**	
CSD 420 [◇]	200, 210, 220
CSD 240 [◇]	210
CSD 420 [◇]	200, 210, 220
CSD 310 [◇]	220
CSD 330 [◇]	420, 310
CSD 340 [◇]	310
CSD 380 [◇]	210, 240
CSD 400 [◇]	
CSD 410 [◇]	420
CSD 420 [◇]	330
CSD 430 [◇]	Co-requisite 420

**Program core courses and must be taken before admission into the undergraduate program

[◇]Undergraduate program admission required to take course.

• COURSE DESCRIPTIONS •

CSD 200 Introduction to Speech Language Pathology

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

CSD 210 Phonetics

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

CSD 220 Normal Speech and Language Development

Acquaints student with normal acquisition of speech and language from infancy through adolescence, including an introduction to language acquisition theories.

Prerequisite: CSD 200 or consent of instructor.

CSD 230 Anatomy and Physiology of the Speech Mechanism

Detailed study of the bases of speech including anatomy, physiology, neurology and physics of speech.

Prerequisites: CSD 200, 210 and acceptance into the CSD UG program.

CSD 240 Introduction to Audiology

Study of the anatomy of hearing and diagnostic techniques to determine hearing loss.

Prerequisite: CSD 210 and acceptance into the CSD UG program.

CSD 300 Speech Disorders

Introduction to the nature, causes and characteristics of articulation, fluency and voice disorders. Therapeutic strategies for remediation of articulation disorders emphasized.

Prerequisites: CSD 200, 210 and acceptance into the CSD UG program.

CSD 310 Language Disorders in Infants and Preschoolers

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

Prerequisite: CSD 220 and acceptance into the CSD UG program.

CSD 330 Diagnostic Methods in Speech Pathology

Principles of diagnosis and evaluation. Observation in the Speech and Hearing Clinic.

Prerequisites: CSD 420, and acceptance into the CSD UG program.

CSD 340 Literacy and the CSD

Development, assessment, and intervention of literacy skills: reading, writing, and spelling. Intervention for students with multiple or severe developmental impairments with focus on children who use augmentative and alternative communication.

Prerequisites: CSD 220, CSD 310 and acceptance into the CSD UG program.

CSD 380 Aural/Oral Habilitation of the Deaf and Hard of Hearing

Techniques for teaching speech reading and oral communication.

Prerequisites: CSD 210, 240 and acceptance into the CSD UG program.

CSD 400 Seminar in Speech and Language Methods

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

Prerequisite: acceptance into the CSD UG program.

CSD 410 Neurological Bases of Communication

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

Prerequisite: CSD 230 and acceptance into the CSD UG program

CSD 420 Clinical Intervention Methods

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

Prerequisites: CSD 330 and acceptance into the CSD UG program.

CSD 430 Clinical Experience

Experience in providing clinical assistance in speech language pathology.

Prerequisite: acceptance into the CSD UG program. Must be taken during final semester of study.

RHB 381 Interviewing and Helping Skills

Introduction to the utilization of interpersonal communication skills in professional settings.

SPE 329 Survey of Exceptionalities

Introductory course covering the conditions and psychological characteristics of exceptional children

• COURSE 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 that would improve the course. Computerized forms are used and the results are tabulated. All evaluations are available for professor/instructor review at the end of each semester.

• COURSE REPEAT POLICY •

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

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

Sequencing will remain the same.

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

• STUDENT ADVISEMENT •

All undergraduate students are advised in the College of Education Student Advising Center. This includes incoming freshmen and transfer students. Undergraduate students are advised once per semester.

Appointments can be made online or you may contact the College of Education Student Advising center at (936) 468-2109.

Students who wish to minor in Communication Sciences and Disorders as well as those students whom have a bachelor's degree in another field are considered leveling students and are advised by the program.

In order to make an appointment please call (936) 468-7109

• STUDENT ORGANIZATIONS •

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 300 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.

TEXAS SPEECH – LANGUAGE - HEARING ASSOCIATION

The Texas Speech-Language-Hearing Association (TSHA) is a professional membership organization that is the recognized resource in Texas for:

- speech-language pathologists (SLPs)
- audiologists
- the citizens of Texas with speech or hearing disorders (consumers)
- students of speech-language pathology and audiology

Speech-language pathologists and audiologists are highly educated professionals who provide critical, life-changing help for hundreds of thousands of Texans of all ages and from all walks of life.

• 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. 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 Licensing and regulations Investigations Unit of the Professional Licensing and certification Division.
http://www.dshs.state.tx.us/speech/sp_complaint.shtm

• LICENSING AND REGULATIONS •

SPEECH-LANGUAGE PATHOLOGY LICENSING REQUIREMENTS

- Master's degree in Speech-Language Pathology
- 25 clinical observation hours
- 375 hours of supervised clinical practicum
- 36 weeks of full-time or equivalent part-time supervised professional experience
- Passing of the National Examination
- Criminal history record review

SPEECH-LANGUAGE PATHOLOGY ASSISTANT LICENSING REQUIREMENTS

- Bachelor's degree with an emphasis in speech-language pathology or audiology
- 24 semester hours in speech-language pathology and audiology with at least three hours in language disorders and at least three hours in speech disorders
- 25 hours of clinical observation
- 25 supervised experience hours by a certified SLP
- Criminal history record review

• FINANCIAL AID •

Students may apply for financial assistance through the Financial Aid Office, located in the Austin Bldg..
Phone: (936) 468-2403; Email: finaid@sfasu.edu.

WORK-STUDY STUDENT ASSISTANTSHIPS

Work-study student assistantships are available and include an hourly pay rate. Students are assigned to work in the program during fall, spring and summer semesters. Student assistantships are awarded each semester. Assistants help primarily with clerical needs.

• 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

• **DISABILITY SERVICES** •

Students who wish to request accommodations for a disability are referred to Disability Services, where arrangements may be made on an individual basis.

Contact Information: P.O. Box 6130, Nacogdoches, Texas 75962-6130
Phone: (936) 468-3004; TDD Number: (936) 468-1004

Educational programs in the Department of Human Services are conducted in a place and manner accessible to students with disabilities, and reasonable accommodations necessary to achieve this purpose are provided. Within the Communication Sciences and Disorders Program, accommodations for diversity are made on an individual basis. For example, a student with hearing impairment may use an FM system in the classroom. Faculty members work closely with the director of Disability Services to accommodate students with special needs.

• FREQUENTLY ASKED QUESTIONS •

Q. Do you offer courses online?

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

Q. Do I have to take all of my core courses before beginning Speech-Language Pathology Courses?

A. If you are an incoming freshman you can take Communication Sciences and Disorders courses as early as your sophomore year.

Q. Do you work around those who transfer in?

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

Q. How do I get advised?

A. Communication Sciences and Disorders students are advised by The College of Education Advising Center. Students may set-up the appointment online or contact the advising center at (936)468-2109.

Q. Where can I go to obtain my 25 clinical experience hours?

A. We are excited to announce that the Stanley Center for Speech and Language Disorders now allows undergraduates to obtain some if not all of their 25 experience hours and are supervised by our clinical faculty.

Q. What can I do as a Speech-Language Pathologist Assistant (SLP/A)?

A. A SLP/A **may** conduct the following tasks under the supervision of a Speech-Language Pathologist:

- **Assist** the SLP with speech-language and hearing screenings and assessments (without interpretation)
- **Follow documented treatment or intervention plans** or protocols developed by the supervising SLP
- **Document student performance** (e.g. tally data for the SLP to use; prepare charts, records, graphs) and report this information to the SLP
- **Assist with clerical duties** and departmental operations, such as preparing materials and scheduling activities as directed by the SLP
- **Perform checks and maintenance** of equipment

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

Collect data for quality improvement