

DEPARTMENT of EDUCATIONAL PSYCHOLOGY  
and SPECIAL EDUCATION

*“Leadership and Scholarship Focused on Learning and Development”*

# STUDENT HANDBOOK

## COMMUNICATION DISORDERS PROGRAM

**Colleen M. O’Rourke, Ph.D.**  
**Program Coordinator**

*This handbook has been prepared to assist students with Department and Program rules and policies regarding students’ academic and clinical programs. These rules and regulations are in addition to those of the University and College and do not supplant those of the University. It is the responsibility of the student to be familiar with the graduation requirements in the appropriate University Bulletin and to assume personal responsibility for meeting all registration, fee, and other requirements and deadlines pursuant to graduation. The information presented here was correct as of the date below.*

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COLLEGE of EDUCATION

GEORGIA STATE UNIVERSITY

*Revised, July 2008*

## **PREFACE**

Welcome to the Communication Disorders Program at Georgia State University. The faculty members are pleased that you have chosen to be a part of our program. We have high standards and expectations for all of our students. We look forward to assisting you in gaining the knowledge, skills, and professionalism needed to be a successful speech-language pathologist.

This handbook will be a useful guide for you, but you also must be familiar with the University and College requirements as noted in the University Bulletin. If you have questions regarding policies, procedures, or requirements be sure to contact your advisor. Do not rely on advice from fellow students since they may have different requirements than you.

As you begin your journey toward your chosen career remember that graduate school is a unique learning experience. We encourage you to take advantage of every opportunity the program and the University offer for professional development.

*Colleen M. O'Rourke, Ph.D.*  
**Program Coordinator**

OVERVIEW  
OF THE  
COMMUNICATION  
DISORDERS PROGRAM

## **COMMUNICATION DISORDERS PROGRAM**

The Communication Disorders (CD) Program is one of four programs in the Department of Educational Psychology and Special Education in the College of Education. The other programs include: Behavior and Learning Disabilities, Educational Psychology, and Multiple and Severe Disabilities. It is the academic goal of the CD Program at Georgia State University to ensure that students successfully complete the course work required for the Master's of Education degree, certification by the American Speech-Language-Hearing Association (ASHA), Georgia teacher licensure/certification, and licensure by the Georgia Board of Examiners. Meeting these requirements ensures that students have a broad educational foundation in the basic sciences, human communication and its disorders, and related professional areas (education, psychology, counseling, etc.).

The goal of the clinical program at Georgia State University is three-fold: training, service delivery, and research. It is the purpose of the program to train students in all phases of evaluation and management of communication disorders in adults and children. This includes the development of: assessment techniques, intervention strategies, counseling skills, program management and evaluation capabilities, and writing competency pertaining to clinical planning and reporting. While meeting this goal, the program offers students every opportunity to complete the practicum requirements for ASHA certification as well as state certification and licensure. Secondly, the program aims to provide a wide range of clinical services to individuals with communication disorders and their families in the metropolitan Atlanta area. Lastly, the program strives to continue investigation and research into the nature and management of communication disorders and to disseminate those research findings to the professional and local communities.

## **PROGRAM ACCREDITATION**

Georgia State University is accredited by the Southern Association of Colleges and Schools (SACS). In addition, the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Communication Disorders Program is accredited in the area of speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The national accreditation by CAA ensures that the program meets specified standards in the areas of administrative structure and governance, faculty/instructional staff, curriculum, students, assessment, and program resources. By graduating from an accredited program, students will be eligible to apply for ASHA certification in speech-language pathology.

The administration and faculty at Georgia State University are committed to maintaining the program's accreditation. If you have any questions about the accreditation standards or the program's accreditation, you may contact the CAA at 301-296-5700.

## COMMUNICATION DISORDERS FACULTY

**Linda P. Fowler** (Room 804 ED), Assistant Professor, Ph.D., Florida State University, CCC-SLP. Teaches voice science and disorders, swallowing and swallowing disorders, and neuroanatomy; supervises speech-language practicum; advises graduate students. Dr. Fowler is a speech-language pathologist and her areas of interest are voice science and disorders and the professional voice.

**Jacqueline S. Laures-Gore** (Room 802 ED), Associate Professor, Ph.D., University of Wisconsin-Madison, CCC-SLP. Teaches motor-speech disorders and adult language disorders; supervises speech-language practicum; advises graduate students. Dr. Laures is a speech-language pathologist and her primary research interests are aphasia and neurogenic disorders.

**Colleen M. O'Rourke** (Room 824 ED), Associate Professor, Coordinator of Communication Disorders Program, Ph.D., Wayne State University, CCC-A, ASHA Fellow. Teaches audiology, aural rehabilitation, advanced audiology, and issues in graduate studies in speech-language pathology; supervises audiology practicum; advises graduate students. Dr. O'Rourke is an audiologist and her interests are in the areas of hearing testing, aural rehabilitation, and supervision.

**Mary Rambow** (Room 872 ED), Clinical Instructor, M.A., University of Kansas, CCC-SLP. Supervises clinical practicum and teaches phonetics. Ms. Rambow is a speech-language pathologist and her main areas of interest are adult accent and dialect, dysarthria, general voice and articulation, supervision, and technology.

**Mary Ann Ronski** (Room 928 PP), Professor (Communication, Psychology, and Educational Psychology & Special Education), Ph.D., University of Kansas, CCC-SLP, ASHA Fellow. Teaches augmentative communication, supervises graduate research assistants. Dr. Ronski is a speech-language pathologist. Her main research and clinical interests are in child language development and disorders, developmental disabilities, and augmentative communication. She is the Director of the Center for Research on Atypical Development and Learning (CRADL) and she is the Associate Dean for the College of Arts and Sciences.

**Debra Schober-Peterson** (Room 803 ED), Clinical Associate Professor, Director of the Speech-Language-Hearing Clinic, Ph.D., University of Illinois, CCC-SLP. Teaches articulation and phonological disorders, language development and language disabilities, introduction to clinical procedures, language disorders in children, and diagnostic methods in speech and language. Dr. Schober-Peterson also supervises on and off campus speech-language practicum and coordinates all aspects of the Speech-Language-Hearing Clinic. Dr. Schober-Peterson is a speech-language pathologist and her main areas of interest are preschool language development and disorders, early intervention, language learning disabilities, and articulation and phonological disorders.

**Part-time Instructors.** The Communication Disorders Program often hires professionals from the community to teach courses and/or supervise clinic on a part-time, temporary basis. These individuals are selected based on their professional expertise and they enhance the program's course and clinical offerings.

## **FACILITIES**

The Communication Disorders Program is part of the Department of Educational Psychology and Special Education within the College of Education. Faculty offices for the Department, the Program, and the Speech-Language-Hearing Clinic are located on the 8th floor of the College of Education Building. Classrooms are found throughout the campus and will be assigned each semester by the University. Room assignments may be found in the semester class schedule. Additional facilities are described below.

Clinic Office. The clinic office contains the case files, forms, records, and other information necessary for client intake and scheduling. Diagnostic materials are stored in the clinic office, as well as the EPSE Department video library. Videos can be checked out by professors and students for a twelve-hour period. The clinic secretary has the responsibility for maintaining the files, forms, records, and schedules of evaluations and therapy. If you have any questions concerning clinic office operation, direct them to the secretary.

Audiometric Suite. This room contains a fully equipped audiology test suite which is used for student training and research. Books and materials related to hearing, aural rehabilitation and anatomy are stored in this room.

Materials Room. Books, toys, kits, and materials for both evaluations and therapy are kept in the materials room. Materials are marked and should be returned to the proper place after use. If you should have difficulty finding a specific material, see the clinic secretary.

Speech Science Lab. The computerized speech science lab contains computers and equipment for speech analysis. The equipment and computers are used for research, evaluation and therapy purposes.

Video Observation Room. This room contains monitors and VCRs used by supervisors for observation of diagnostic and therapy sessions. To access this room, a key must be obtained from a clinic supervisor.

Student Work Room. This room is set aside for students to use when preparing for therapy or when working on lesson plans and reports. Mailboxes for all professors and students in the CD Program are housed here and announcements regarding clinical activities are usually posted in this room. Students are encouraged to use the lounge on the first floor of the Education building for eating, studying, holding discussion groups, etc.

## **CRIME PREVENTION**

Georgia State University is an urban campus and as such, it is subject to the issues and problems that are common in every major city. The University Police work hard to keep our campus safe and secure; however, it is an open campus and all of our buildings are open to the public, even our clinic. There are a number of things you can do to help keep yourself and your belongings safe.

1. Do not walk alone at night. Walk with a friend or call the campus Police for an escort. Avoid poorly-lighted areas.
2. Be sure your backpack and/or purse is zipped or closed and keep a good grip on it.
3. Lock your car and do not leave any items or loose change in view. As you approach your car, have your keys ready so you don't have to search for them. Lock your door as soon as you are in your car.
4. If you see anything that is unusual or frightens you, go to one of the emergency phones on campus (marked by blue lights) and report it immediately.
5. Do not leave personal belongings (purses, wallets, cell phones, books, etc.) unattended anywhere on campus. This includes the classrooms, bathrooms, library, etc. Even the Student Workroom and clinic rooms are accessible to people walking through the clinic.
6. If a theft does occur, report it to a faculty or staff member and contact the campus Police immediately.

## **GRADUATE ASSISTANTSHIPS IN COMMUNICATION DISORDERS**

A limited number of graduate assistantships are available in the Communication Disorders Program. An assistantship may be awarded for one or two semesters and may be re-awarded in subsequent semesters if a student wishes to reapply. Graduate assistants are directly responsible to the faculty member to whom they are assigned. Duties for the assistantships may be related to the operation of the Speech-Language-Hearing Clinic and to the academic program (e.g., scheduling, maintaining clinic forms and supplies, typing, copying, answering the phone, contacting clients, etc.) or to faculty research.

Students wishing to apply for an assistantship in the CD program must complete the application and submit it to the Clinic Director. Applications are available from the Speech-Language-Hearing Clinic secretary. Applications will be kept on file for one (1) year after the date of submission. Completing this application is not a guarantee that you will receive an assistantship. Awards are determined by the faculty in Communication Disorders and are made on a competitive basis. There is no set deadline for awards of graduate assistantships. Assistantships are often supported by grant funding which can occur at any time during the semester. As faculty members learn they have received

funding, they will look through the applications that are on file and contact applicants for interviews.

#### Minimum Assistantship Qualifications

1. Admission to the Communication Disorders Program at Georgia State University;
2. Full-time student (9 credit hours or more).

#### Additional Assistantship Opportunities

Graduate assistantships also may be available in other programs in the Educational Psychology and Special Education Department, the College of Education Dean's Office, other departments in the College and across the University, and the Pullen Library. Students are encouraged to contact the business manager of these units to complete application forms for a variety of positions.

# GRADUATE DEGREE REQUIREMENTS

## GRADUATE DEGREE REQUIREMENTS

1. **The Georgia State University Graduate Catalog.** The *Georgia State University Graduate Catalog* is available on-line at [http://www.gsu.edu/es/catalogs\\_courses.html](http://www.gsu.edu/es/catalogs_courses.html). CD and print copies of the catalog are available for a fee in the Georgia State University IS & T Operations Print Shop located in the Library South Building, Room 103, Ground Floor. The *Graduate Catalog* for the year that you entered the program contains the course of study and the requirements you must satisfy. You are responsible for knowing the regulations and procedures contained therein. You should read the *Catalog's* general sections as well as the courses required in your program. Ask questions about anything you do not understand!
  
2. **The Planned Program.** The College of Education requires that you have a planned program on file in the Department and in the Office of Academic Assistance. You should see your advisor as soon after being admitted as is possible; do not wait for registration. When you see your advisor, the two of you will plan your program and both of you will sign the document (the Planned Program) and forward it for the Chair's signature. The original will be kept on file, a copy sent to the Office of Academic Assistance and a copy given to you. No changes can be made to the courses specified on the planned program unless a petition for course substitution has been filed and approved (see below).

The program leading to the M.Ed. degree in Communication Disorders has been planned to ensure the graduate will meet both academic and practicum requirements for appropriate certification and licensure in speech-language pathology. The graduate should meet academic and practicum requirements for: (1) Georgia teacher's licensure in Speech Pathology (S-5), (2) licensure in Speech Pathology granted by the State of Georgia Board of Examiners, and (3) the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA.

Academic programs are planned individually for each graduate student with the above requirements in mind. The length of program necessary to receive the master's degree, therefore, will vary according to course work previously completed by the student at the undergraduate and/or graduate level.

3. **Deadlines:**
  - A. Applications for **graduation** must be filed two semesters in advance. (Applications available on-line and at the Graduation Office-231 Sparks Hall)
  
  - B. Applications for the **school internship** and for the **medical internship** must be filed two semesters prior to the semester in which you plan to enroll in these practicum experiences. (Applications available at the Clinic Office). See page 67 for specific deadlines. If students miss the application deadline, they must petition the CD faculty to be allowed to enroll in the internship.

- C. **Petitions** for course substitutions must have the prior approval of your advisor, the Department Chair, and the Dean of the College of Education before the course is taken. Therefore, petitions must be filed early enough to work their way through the approval process before it is time for you to register. Retroactive approvals are not given. (Applications available online at the College of Education website)
4. **Certification Recommendations.** Neither the College nor the Department will recommend you for certification to work in Georgia schools prior to the completion of those courses and the GACE and the PRAXIS examination requirements specified on your planned program. You may apply for school certification when you have completed all requirements on your planned program. You must file the necessary forms required for certification with the Professional Standards Commission.
  5. **Independent Study.** Independent study courses or directed readings (e.g., **EXC 7810**) cannot be substituted in place of a course that is taught on a regular basis.
  6. **The Incomplete Grade.** Incompletes are given for medical reasons only and must be removed before the end of the next semester. See the complete discussion in the *Catalog*.
  7. **Advisement Appointments.** Students should meet with their advisor each semester prior to registration. It is recommended that you make an appointment whenever you wish to see your advisor. An appointment book is available in the Speech-Language-Hearing Clinic Office. Faculty members teach classes on and off campus, supervise interns, and do many other things that take them out of the office. Therefore, they often are not available to talk to you on a drop-in basis. Be smart, plan ahead!
  8. **Time Limitations.** If you have been admitted as an M.Ed. student, you should recognize that no course work for the master's degree may be more than six (6) calendar years old at the time of graduation.
  9. **Student and Program Evaluation.** Graduate students must maintain a 3.0 academic average. If a student earns a grade below B in a course in Communication Disorders, that course must be repeated. A student will be allowed to repeat a course one time. Students falling below these requirements are advised to seek other areas of study better suited to their interests and talents. The CD faculty continuously monitors student performance in both clinical and academic areas. See the At-Risk Policy on page 27 for additional information.

Each year the program seeks input from students regarding ways to improve the program. In addition, students will complete an exit survey prior to graduation and will be asked to complete another program evaluation following graduation. These surveys are an important source of information and are required for program accreditation. These evaluations are anonymous and are returned to the Program Coordinator for review and analysis.

10. **Knowledge and Skill in Phonetics.** To ensure that all students are prepared for advanced courses in the program, a competency examination in the area of phonetics is required. If a course in this area has been taken during undergraduate training, students will take the competency exam at the start of fall semester in the first year of their graduate program. Students who enter the program without the prerequisite course will take the competency exam at the start of fall semester in the second year of their graduate program (following completion of the prerequisite course). Students will receive information about the time and location of the exam during the summer.
11. **Course Requirements.** The course requirements include prerequisite courses, education core courses, and courses in the major. The prerequisite courses provide students with a foundation in communication sciences and disorders to prepare them for advanced study. These courses may have been completed as part of an undergraduate degree or may be taken during the master's program. The prerequisite course work includes:

Phonetics  
Anatomy and Physiology for Communication  
Introduction to Language Development  
Introduction to Communication Disorders  
Introduction to Language Disorders  
Hearing Science and Disorders  
Aural Rehabilitation  
Sign Language  
Augmentative Communication  
Characteristics & Instructional Strategies for Students with Disabilities  
Biological Science  
Physical Science (Chemistry or Physics)  
Mathematics  
Behavioral/Social Science  
Teaching Literacy (Reading/Writing)  
Student Teaching in Communication Disorders

The following education core courses are required for all students earning the Master of Education degree at Georgia State University. They are as follows:

EPY 7080 Psychology of Learning and Learner

Select One: EPSF 7100 Critical Pedagogy  
EPSF 7110 Multicultural Education  
EPSF 7120 Social and Cultural Foundations of Education

Select One: EPRS 7900 Methods of Research in Education  
EPRS 7910 Action Research  
EPRS 7920 Educational Measurement

The courses in the major cover the broad scope of advanced information in communication science and disorders and practicum opportunities. These courses

include:

EXC 7450 Child Language Disorders  
EXC 7510 Neuroscience for Communication  
EXC 7520 Speech Sound Disorders  
EXC 7530 Voice Science and Disorders  
EXC 7540 Fluency Disorders  
EXC 7550 Adult Language Disorders  
EXC 7560 Diagnostic Methods for Speech and Language Disorders  
EXC 7570 Advanced Audiology  
EXC 7590 The Profession of Communication Disorders  
EXC 7600 Swallowing and Swallowing Disorders  
EXC 7610 Motor Speech Disorders  
EXC 7630 Policies, Procedures, and Programming in Commun. Disorders  
EXC 7910 Clinical Practicum in Communication Disorders  
EXC 7951 CD School Internship  
EXC 7950 CD Medical Internship

12. **Electives.** Although only one elective course is required, the CD faculty encourages students to take as many electives as possible to add breadth and depth to their academic program. Approved electives in Communication Disorders include:

EXC 8310 Advanced Studies in Language Development  
EXC 8320 Advanced Studies in Communication Disorders in Children  
EXC 8330 Advanced Studies in Communication Disorders in Adults  
EXC 7990 Master's Thesis

If students are interested in enrolling in elective courses other than those listed above, they must submit a petition to the CD faculty and receive approval prior to enrollment.

13. **Continuous Enrollment.** Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive semesters (fall, spring, and summer) until completion of degree. In order to graduate, students must be actively enrolled in course work in the program of study during the semester they finish degree requirements for graduation. For the most up-to-date continuous enrollment policy, go to current students at the following website: <http://education.gsu.edu/oaa/>.
14. **Program Portfolio.** The CD Program requires that all students complete a portfolio as part of their degree program. The portfolio is designed to document student progress toward meeting the CD program's learning outcomes. It is a means of systematically gathering information about professional growth and development. Portfolios provide the CD program with information about the effectiveness of the curriculum and clinical experiences in meeting the program's learning outcomes and the national standards for certification in speech-language pathology. This information is analyzed and shared with our accrediting agencies (CAA, NCATE, PSC) to document students' acquisition of knowledge and skills.

During fall semester, entering students are introduced to the portfolio process and requirements in the class *EXC 7590 The Profession of Communication Disorders*. The entering students are assigned to faculty mentoring teams consisting of two faculty members. These teams mentor their assigned students through their entire graduate program on the development of their portfolios. Each student submits the portfolio at regularly scheduled intervals throughout the graduate program. The faculty mentoring team reviews the portfolio and evaluates the student's progress towards completion of the portfolio. Students receive written feedback and meet with the mentoring team as needed. It is expected that students will complete their portfolio with three submissions. Typically the final review of the portfolio occurs no sooner than the semester prior to graduation. In most cases the final review is early in the semester of planned graduation. Portfolio submissions are limited to a maximum of four. If after the fourth submission the mentoring team determines the student has not successfully completed the portfolio, the student will not have met graduation requirements.

15. **Thesis Option.** Students seeking a Master's Degree in CD have the opportunity to complete a master's thesis in addition to their required coursework. The Master's Thesis is a research project conducted by the student under the supervision of an advisory committee. The project includes a comprehensive review of literature on a selected topic and an empirical study. The advisory committee consists of two faculty members in the Department of Educational Psychology and Special Education, with at least one of those faculty members from the CD Program, and one faculty member from outside the program. A written prospectus describing in detail the proposed master's project must be submitted to and approved by all (three) members of the advisory committee before the work is begun. The student will work with the chair of the thesis advisory committee to develop a prospectus. The prospectus is defended in an oral presentation. When approved the student will carry-out the study and defend it in a final oral presentation with a written document.

## Communication Disorders Program

### Requirements Checklist

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date Admitted: \_\_\_\_\_

Current Certification: \_\_\_\_\_

Certification Sought: \_\_\_\_\_

Date Completed	Requirements
	Planned Program – planning is completed prior to or during first semester.
	GACE (or Praxis I) Exam passed (if needed) prior to or during first semester.
	Student Teaching – apply at least two semesters prior.
	Medical Internship – apply at least two semesters prior.
	Graduation – apply two semesters prior.
	Portfolio Review passed.
	KASA completed and signed.
	PRAXIS II Exam taken.
	Teacher License (Certification) application through the Professional Standards Commission (PSC).
	ASHA membership and certification application completed.
	GA Board of Examiner’s application completed for Georgia licensure in SLP.

**POLICIES  
OF THE  
COMMUNICATION  
DISORDERS PROGRAM**

## **POLICIES OF THE COMMUNICATION DISORDERS PROGRAM**

- 1. Computer Use.** Students are expected to be computer literate and will use computers extensively in both their academic and clinical training. If students do not have adequate computer skills, it is their responsibility to acquire these skills during the first semester of their graduate program. Students can enroll in classes and workshops offered by the University to assist in the development of computer skills.

In addition to the computer in the Student Workroom, computers are available in many locations on campus including the Instructional Technology Center (second floor of the Education Building), the computer labs on the first floor of the Education Building, and the main University Computer Center.

During academic and clinical experiences, students will be expected to use a variety of computer programs. These include: word processing and presentation programs (e.g., Word, Power Point), data base software, assessment and intervention programs, etc.

Students may wish to use their personal computer to take notes in classes. Such use of computers is at the discretion of the instructor. On occasion students have abused the privilege of using computers in class by sending emails, going on-line for purposes unrelated to the class, etc. For this reason do not be surprised if some instructors prohibit the use of personal computers in class.

- 2. Use of Copy Machine, Secretarial Services and Phone.** The use of the Clinic copy machines, other than the copy machine in the Student Workroom, is restricted to faculty and clinic needs. No student may run the Clinic copiers without permission from a CD faculty member. No personal copies can be made.

Secretarial services are assigned by the faculty only. Students must be competent in word processing. All clinic reports must be submitted on disk and it is expected that all written work in classes (papers, assignments, etc.) will be prepared with word processing. Students have access to computers in the University Computer Center as well as the Instructional Technology Center.

All clinic phones (**including the phone in the student workroom**) are for CLINIC BUSINESS ONLY. Any personal calls need to be made from personal cell phones or public phones.

- 3. Cell Phones and Pagers.** Audible signal alerts on cell phones and pagers are prohibited in classes and clinical sites. Please be sure to turn phones and pagers to off or vibrate before entering the classroom or clinic. At no time is it acceptable to answer a phone during class or a clinical session. In case of an emergency, messages can be left at the Clinic Office (404-413-8044) or at the EPSE Department Office (404-413-8040).
- 4. E-mail and Written Communication.** All students have a Georgia State University e-mail address that is the official means by which the University

communicates with students. Information regarding registration, class communication, etc. is sent to this e-mail address. It is the students' responsibility to check their e-mail accounts on a frequent basis. The Georgia State account can be set to forward messages to another personal account (i.e., aol, hotmail, etc.) however, some of these other systems may classify the Georgia State messages as SPAM.

To protect the privacy of our clients, no information related to clients and their clinical treatment should be transmitted via e-mail.

Written materials and announcements will be placed in the student mailboxes or posted on bulletin boards located in the Student Workroom. It is the student's responsibility to check the mailbox daily. Changes of mailing address and/or phone number should be submitted to both the University (via the GSU website) and to the clinic secretary.

- 5. Communication Competency Policies.** The procedures described below were adopted by the faculty to help assure that graduates exhibit speech-language skills adequate for satisfactory performance as professionals working with individuals who have communication disorders.

### **Oral Communication Proficiency Policy**

Excellent oral communication skills are critical to the effective provision of services by speech-language pathologists working with individuals who have communication disorders. Students must be able to model all aspects of Standard American English including phonology, morphology, syntax, semantics, pragmatics, and suprasegmental aspects of speech, speak in a clearly intelligible manner during spontaneous conversation, and produce all consonant and vowel phonemes of English accurately at the sentence level before beginning clinical practicum experiences.

### **Speech-Language-Hearing Screening**

All students who are admitted into the Communication Disorders Program will be formally screened for speech and language difficulties during their first fall semester of the program. The screening will be performed by graduate student clinicians under the supervision of licensed and ASHA-certified speech-language pathologists in the Speech-Language-Hearing Clinic. In addition, individual faculty members may identify concerns regarding a student's oral communication skills at anytime during the student's plan of study via informal observation. Students identified by either of these means are encouraged to have a comprehensive speech and language evaluation. The evaluation may be conducted at the University's Speech-Language-Hearing Clinic or a facility of the student's choice. If speech and language therapy is recommended upon completion of such evaluation, the student will be encouraged to enroll in therapy either at the University's Speech-Language-Hearing Clinic or a facility of the student's choice. All costs incurred for evaluation or therapy services provided at another facility will be the responsibility of the student. The student must demonstrate the skills

outlined in the Program's Oral Communication Proficiency Policy prior to enrollment in any clinical practicum experience.

6. **Students with Disabilities.** The Office of Disability Services (ODS) provides information upon request to students with disabilities and coordinates services available to those individuals. Students with disabilities are asked to contact the office at the beginning of their first term to register for assistance and ensure that appropriate accommodations are made. Faculty will not make accommodations unless a student is registered with ODS. The office answers questions regarding accessibility and accommodations at the university, maintains a computer lab with accessible hardware and software, provides testing accommodations, can coordinate special parking needs, and can assist with filing disability-related grievances and complaints. ODS is located in 230 Student Center and can be contacted at 404-413-1560.
7. **Students At-Risk of Failure.** The CD faculty members are committed to providing students every opportunity to become competent and qualified speech-language pathologists. For this to occur, both the individual student and the faculty must engage in continuous monitoring of performance in classes and clinical experiences. On occasion students may experience difficulties that put them at-risk for failure in either classes or clinic. This policy is designed to assist the faculty in identifying students who are at-risk and to develop remediation plans with them.

**Academic Risk:** Communication Disorders class instructors will notify any student who is not performing at the expected level of the class or whose cumulative grade in the class is C or lower at any time. The student is required to schedule an appointment with the instructor no later than one week following the notification. At the appointment the instructor and student will review the student's progress in the class and develop an appropriate remediation plan. The plan might include such options as additional readings or assignments, modification of study strategies, review of class notes, referral to the Counseling Center for study skill training, etc. A copy of the remediation plan will be sent to the student's advisor and the program coordinator. If a student earns a grade of C or lower in any class in the major, the student will be allowed to repeat the class one time. If a grade of B or higher is not earned when the class is repeated the student will not be allowed to continue in the program. If a student earns a grade of C or lower in two classes in the major, the CD faculty will meet to discuss the student's progress in developing the requisite knowledge and skills and will determine if it is appropriate for the student to continue in the program.

**Clinical Risk:** If a student is not performing at the expected level in clinical practicum, the supervisor will immediately discuss the problem with the student and develop an appropriate remediation plan. A copy of the plan will be sent to the student's advisor, the clinic director, and the program coordinator. If no improvement in performance occurs within the following two weeks, the supervisor will inform the student and the clinic director. The director and all supervisors assigned to supervise the student that semester will meet to discuss additional remediation strategies. Students may not be identified "at risk," but still earn a grade of C based on their performance. If a student earns a grade of C or

lower for any clinical practicum experience, the CD faculty will meet to discuss the student's progress in developing the requisite knowledge and skills and will determine if it is appropriate for the student to continue in the program. If the CD faculty approves continuation in the program, the clinical experience must be repeated.

This policy does not supplant the College of Education's and the University's policies on academic standards and discipline nor academic petitions and appeals.

8. **Policy on Non-discrimination.** It is the policy of Georgia State University to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, religion, national origin, sex, age, veteran status or disability. The university's affirmative action program and related policies are developed in compliance with Executive Orders 11246 and 11375, as amended; the Rehabilitation Act of 1973 (Sections 503 & 504) and the Americans with Disabilities Act of 1990 (Title II) and their implementing regulations; the Age Discrimination in Employment Act of 1967; and the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended 38 U.S.C. 4212.

Georgia State University will not tolerate discrimination on the basis of race, gender, sexual orientation, age, disability, national origin, or religion. Every member of the university community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia State University. Persons wishing to file complaints under the provisions of this file should contact the Director of Affirmative Action.

9. **Sexual Harassment and Discrimination.** *“Georgia State University is committed to maintaining an environment entirely based on mutual respect and civility. We will not tolerate any actions that impede academic freedom or diminish the dignity of any member of the Georgia State family.”* (Carl V. Patton, President)

Georgia State's policies regarding sexual harassment and discrimination apply to all on campus and off campus facilities. If you have any questions or concerns you may speak to your advisor or to the Clinic Director.

10. **Policy on Academic Honesty** (From *Georgia State University Graduate Catalog*). As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by

which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions suggest conditions under which unacceptable behaviors of the indicated types normally occur; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

### **Definitions and Examples**

**PLAGIARISM.** Plagiarism is presenting another person's work as one's own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects prepared by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**CHEATING ON EXAMINATIONS.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the instructor.

**UNAUTHORIZED COLLABORATION.** Unless the instructor authorizes such activity, working with another person or persons on a specific project, paper, examination, or other academic exercise is a violation of academic honesty.

**FALSIFICATION.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise or assignment (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data).

**MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however,

the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

### **Obligation to Report Suspected Violations**

Members of the academic community - students, faculty, and staff - are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the Office of the Dean of each College and the Office of the Dean of Students.

- 11. Policy on Disruptive Behavior.** Professional behavior also includes appropriately interacting with instructors and students. According to University policy, *“Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class\* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/ receiving personal phone calls, text messages, or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, excessive tardiness, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.”*

*\*For purposes of this document, the word “class” is defined as one specific meeting of students and professor while the word “course” refers to the entire section.*

- 12. Student Complaint Procedure.** Students with complaints about academic courses or practicum experiences should attempt to resolve the problem first by speaking with the instructor or the supervisor. If the problem is not resolved, the student should speak to the program coordinator or the clinic director as appropriate given the nature of the problem. If the problem is still unresolved, the student should meet with the chair of the Educational Psychology and Special Education Department. If the problem is not resolved at this point, the student can file an appeal. The student appeal process and procedures are described in detail in the *Georgia State University Graduate Catalog* and on the College of Education website.
- 12. Appeals and Petitions.** Students seeking information regarding program policies, procedures, or decisions should meet with their advisor or the program coordinator. If a student wishes to submit an appeal or a petition, the process and procedures are described in the *Catalog* and on the College of Education website.

PRAXIS II  
EXAMINATION  
GUIDELINES

## **PRAXIS II EXAMINATION GUIDELINES**

Successful completion of the PRAXIS II examination in speech-language pathology is a requirement for ASHA certification, for certification by the Georgia Professional Standards Commission (to work in Georgia schools), and for licensure by the Georgia Board of Examiners (to work in any setting other than public schools). The exam is administered through the Educational Testing Service (ETS) and is typically offered six (6) times each year. It is recommended that students take the exam during the semester prior to graduation. By that time you will have completed the core courses and practicum experiences necessary to do your best on the exam and, if needed, you will have time to retake the exam prior to graduation. Information about the exam, dates, and registration is available from ETS at 609-771-7395 or on their web site [www.teachingandlearning.org](http://www.teachingandlearning.org). The following information and test-taking tips are offered to assist you in preparing for the exam. Be sure to check the ETS website ([www.ets.org](http://www.ets.org)) to obtain current information about the test.

### **OVERVIEW OF THE EXAMINATION**

The exam is two (2) hours in length and is composed of 150 multiple-choice questions. The test measures your knowledge and your ability to evaluate and analyze different clinical situations and to make reasoned well supported clinical decisions. The exam covers:

- I. Basic Human Communication Processes (~20 questions)
  - Language acquisition and learning theory
  - Language science
  - Learning theory
  - Multicultural awareness
  - Speech science
- II. Phonological and Language Disorders: Assessment and Treatment (~23 questions)
- III. Speech Disorders: Assessment, Treatment, and Prevention (~15 questions)
  - Fluency Disorders
  - Resonance Disorders
  - Voice Disorders
- IV. Neurogenic Disorders (~23 questions)
  - Neurological Disorders
  - Dysphagia
- V. Audiology/Hearing (~6 questions)
  - Hearing science
  - Audiological assessment
  - Auditory habilitation
- VI. Clinical Management (~23 questions)

- Alternative/augmentative communication
- Counseling
- Documentation and monitoring client progress
- Efficacy
- Instrumentation
- Speech-language assessment
- Speech-language intervention
- Syndromes and genetics

#### VII. Professional Issues/Psychometrics/Research (~10 questions)

- Ethical practices
- Research methodology/psychometrics
- Standards and laws

Naturally there will be overlap among the content areas and the questions. One question may incorporate speech science, instrumentation, and voice disorders. Another may present a case study of a client with a cleft palate, but ask about ethical issues.

All questions have the same value (in spite of differences in length, complexity, and difficulty). Currently the passing score required by ASHA and for school and state licensure in Georgia is 600. The questions are in random order and there is no penalty for incorrect answers.

### **STUDY GUIDE AND TEST TAKING TIPS**

1. **In order to do well on the exam, you must study for it.** Develop a study plan to prepare for the exam. Use your notes, texts, and materials from your undergraduate and graduate courses. Additional study guides are available for check-out from the Clinic Office.
2. For some students study groups can assist in preparing for the exam, while for others studying alone is most effective. Use whatever strategy works best for you, **not** for your peers!
3. Reading comprehension, thinking quickly and accurately, and the ability to manage time effectively are important skills when taking standardized tests. Don't hesitate to enroll in the workshops offered through the Counseling Center to improve your skills in these areas if needed.
4. Read the test questions carefully to identify what is being asked.
5. Attend to the details and follow all the instructions.
6. Read **all** of the answer choices.
7. Bring a watch to help you with time management during the exam.
8. There is no penalty for wrong answers. When you are uncertain about an answer, narrow down the choices and then take a guess. If you reach the end of the exam time

period and there are questions you will not have time to read and answer, it is OK to select answers at random.

9. All questions have the same value. If you are running out of time, skip over the long questions and answer as many of the shorter questions as possible.
10. If you skip questions be sure to verify that the number of the question and the number on the answer form match.
11. Check the ETS website ([www.ets.org](http://www.ets.org)) for additional information about the exam in general and the specific content areas of the exam.
12. Prepare well and then relax and do your best!

THE SPEECH-LANGUAGE-  
HEARING CLINIC  
AND  
CLINICAL TRAINING

## **THE SPEECH-LANGUAGE-HEARING CLINIC**

The Communication Disorders Program operates a Speech-Language-Hearing Clinic to provide clinical training for students and to serve individuals from the local communities who have communication disorders. Currently the Clinic operates Monday through Friday with clinic schedules determined each semester by the Clinic Director.

Personnel include the Clinic Director, a full-time administrative assistant, part-time graduate assistants, and clinical supervisors in speech-language pathology and audiology. The client population includes both children and adults with various disorders who have been referred by other clinics, by physicians, by social service agencies, or by themselves. Fees are charged for diagnostic and therapeutic services. The current fee schedule is posted in the Clinic Waiting Room. There is no charge to Georgia State students, faculty, or staff. If clients are unable to pay the standard fees, reduced fees can be negotiated with the Clinic Director.

The Clinic and its personnel adhere to the highest standards of integrity and ethical principles in providing quality services to clients and families. The Clinic does not discriminate in the delivery of professional services on any basis irrelevant to the need for services, such as race, sex, age, religion, national origin, sexual orientation, or disability.

### **SEQUENCE OF PRACTICUM AND CLINICAL TRAINING**

#### **Observation**

All students must provide the Clinic Director with verification of 25 hours of observation. All students are required to enroll in EXC 7630 Policies, Procedures, and Programming in Communication Disorders. Prerequisite courses for this class are Phonetics, Introduction to Communication Disorders, and Language Development. This course is designed to provide the student with an overview of clinical policies, procedures, and programming. In addition those students who have not completed observation as part of their undergraduate experience will complete a minimum of 25 observation hours. These observations are completed at the Georgia State Speech-Language-Hearing Clinic and at selected off-campus sites under the direction of the Clinic Director. Observation times are variable and dependent on the client and clinician time availability. Types of disorders to be observed will vary from semester to semester but should provide a span of therapy and diagnostic sessions across the disorder categories.

#### **Practicum**

By the end of the master's program a student must accrue a minimum of 400 clock hours: 25 hours of clinical observation, 375 hours in direct client contact, and 325 hours completed during graduate study. The minimum clock hour requirements are as follows:

1. 25 hours in each of the following three different age groups:
  - children 0-5 years old
  - children 6-17 years old
  - adults (18 years and older)
2. 10 hours in each of the following disorder areas (Diagnosis or Treatment):
  - speech sound

- voice
- fluency
- language
- swallowing
- aural rehabilitation
- cognitive rehabilitation
- accent/dialect

3. 75 hours in evaluation of speech, language, and swallowing disorders (Any age, any disorders)

4. 10 hours in hearing screening.

It is the student's responsibility to have all clock hours checked and signed by their supervisors. Each semester, two duplicate clock hour forms must be completed and signed; one for the student's file and one for the program file. If students have completed practicum at another training institution, they must submit their signed clock hours from that program to the Georgia State Clinic Director.

Since students move through several clinical assignments, students can best review their own clinical clock hour needs for certification. A clock hour form should be completed at the end of each practicum experience. A master clock hour form with a running total allows for a continuous method of tracking clock hours. It is the responsibility of the student to be sure that all clock hour requirements are met by the time of graduation.

### **On Campus Practicum**

Students may enroll in EXC 7910 with the recommendation of the program faculty. This recommendation is based on the student's academic progress and readiness. Requests for on campus practicum placement must be made the semester prior to the practicum. This course is designed to provide the student with clinical experience on campus. The student will enroll in this course for 4 credit hours each semester. This experience will include both diagnostic and therapeutic experiences with a variety of communication disorder types. Each student will be assigned clients. The student is required to read the clinic folders of each client and plan therapy for one semester. Weekly lesson plans and an end of the semester progress report are required. Clinicians also will participate in regularly scheduled staffings. A grade of B or better must be earned in the practicum. If a grade lower than B is received, the faculty will review the student's performance to determine future practicum assignments. By the completion of 3 semesters of enrollment in EXC 7910 the student is expected to accrue a minimum of 125 clock hours.

### **Off Campus Practicum**

Off campus practicum assignments are made by the Clinic Director after consultation with the other faculty members. Students must demonstrate competency in on campus practicum prior to off campus placement. An interview with the off campus supervisor is generally required before a placement is confirmed. Specific objectives and requirements will be determined by both the university and the off campus supervisors.

Requests for student teaching and for medical practicum must be submitted to the Clinic Director according to the following schedule:

<u>Semester you want off campus practicum</u>	<u>Application Deadline</u>
Fall	January 15
Spring	July 15
Summer	October 15

The application forms are available from the clinic office and are available electronically on the computer in the student workroom. If students miss the application deadline, they must petition the CD faculty to be allowed to enroll in internship practicum. When enrolled in off campus practicum, the student is required to be on site for the entire work day (full-time). The practicum begins on the first day of university classes for the semester and typically ends on the last day of university classes. Students who enroll in the medical internship in the summer will begin their practicum experience in early May (the experience begins the first day of Maymester, 10 weeks in length) to ensure that they acquire sufficient clinical hours.

Practicum performance is judged by the university supervisor and the off-campus supervisors. If performance is unsatisfactory or if specific competencies are not demonstrated, the practicum assignment may be extended beyond one semester. A grade of B or better must be earned in the practicum. If a grade lower than B is received, the faculty will review the student's performance to determine if a future practicum placement is advisable. For each internship experience, the student must accrue a minimum of 100 clock hours.

**School Internship.** Students who have not completed a student teaching experience in speech-language pathology as an undergraduate will be required to enroll in EXC 7951 (12 credits). This clinical practicum is required in order to provide the student with an off campus experience working within the school system. The student will accrue a variable number of clock hours with a variety of individuals with communicative disabilities. All students must accrue 10 hours of prevention experience in this internship. Each student teaching experience is unique in that each speech-language pathologist in the schools has a unique caseload. A criminal background check may be required by some counties prior to school internship assignment.

**Medical Internship.** Each student is required to enroll for EXC 7950 (12 credits). The practicum experience is designed to give the student a clinical experience in a hospital, rehabilitation center, skilled nursing facility, or related center. The number of clock hours accrued and types of clients served will vary from site to site. The Clinic Director will determine the placement site based on the clock hour needs of the student and the availability of the site during the semester enrolled. Students who enroll in the medical internship in the summer will begin their practicum experience in early May (the experience begins the first day of Maymester, 10 weeks in length) to ensure that they acquire sufficient clinical hours.

### **Policy for Out-of-State Internships**

Any student interested in completing an internship experience (school or medical) outside the state of Georgia must submit a written request to the faculty. The written request must be submitted at least twelve months prior to the initiation of the internship. The written request must indicate the rationale for the request. In addition, the written request must be accompanied by the application for the internship (CF 56 or 57). All information should be submitted to the Clinic Director. Once the request is received, the faculty will review it to determine if the request will be granted.

### **Policy for Changes in Internships**

Any student interested in changing the semester of an internship experience (school or medical) after submission of an application (CF 56 or CF 57) must submit a written request to the faculty. The written request must be submitted no later than six months prior to the initiation of the internship. The written request must indicate the rationale for the request. In addition, the written request must be accompanied by a new application for internship. All information should be submitted to the Clinic Director. Once the request is received, the faculty will review it to determine if the request will be granted.

## **INSURANCE**

Liability insurance is required for all on and off campus practica. Members of the National Student Speech-Language-Hearing Association (NSSLHA) may purchase liability insurance through ASHA. Forms are available in the student work room.

## **STUDENT DEMEANOR AND DRESS**

The Communication Disorders Program faculty is committed to instilling a professional attitude and demeanor in its students. Such an attitude and demeanor allow for the development of clinical and academic skills and at the same time, ensures homogeneity of quality of service to individuals with communicative disabilities. The programs policy on appearance is outlined in the Clinic Handbook. Appropriate professional behavior is expected of all students in both on and off-campus observations and clinical placements.

## **EMERGENCY EVACUATION PROCEDURES**

In the event of a fire or emergency, an alarm will sound, and we are all expected to exit by the stairways (elevators are not available during emergencies). As a student clinician working with a client, it is your responsibility to return to the waiting room with your client and calmly and safely escort the client, and family, from the waiting room downstairs to the outside. If parents or drivers are not there, exit with the client. Wait outside until the alarm stops or the University security personnel inform you that it is safe to return. If your client has a mobility limitation which makes it impossible for the client to use the stairway, you should follow the alternate evacuation procedure posted in all rooms of the clinic. Evacuation procedures should be discussed with each client during the first therapy session.

# PROFESSIONAL ORGANIZATIONS

## PROFESSIONAL ORGANIZATIONS

**ASHA** The American Speech-Language-Hearing Association (ASHA) is the national scientific and professional association for speech-language pathologists, audiologists, and speech-language and hearing scientists concerned with communication behavior and disorders. The Association, a nonprofit organization, was founded in 1925. It now has over 130,000 members and certificate holders and has recognized all state speech, language, and hearing association affiliates, including the District of Columbia and the Overseas Association of Communication Sciences.

**NSSLHA** The National Student Speech-Language-Hearing Association (NSSLHA) was created as an outgrowth of students' desires for closer affiliation with professionals in the field of normal and disordered communication processes. The Georgia State University Chapter of NSSLHA is an important part of the Communication Disorders Program. The chapter increases the communication among students in the program, gives them a chance to interact with faculty and provides many beneficial programs of interest in the field of communication disorders. Activities include: meetings, workshops, lectures, social events, etc. Membership forms are available and announcements of meetings are posted in the student work room. It is recommended that students become members of both the National association and the Georgia State Chapter. Students who are members of the National association receive a substantial discount when applying for ASHA membership and certification.

**GSHA** The Georgia Speech-Language-Hearing Association (GSHA) is a professional organization which advocates for the professional interests of its members. Student members receive the GSHA magazine *Communication Lines* and substantial discounts on workshops as well as the annual convention.

**NBASLH** The National Black Association for Speech-Language and Hearing (NBASLH) is a professional and scientific association addressing the communication interests and concerns of black communication science and disorders professionals, students and consumers.

ASHA, GSHA and NBASLH sponsor annual conventions which students are encouraged to attend. These conventions provide excellent opportunities for professional growth and development. Students who are interested in submitting papers for presentation at these and other professional meetings should contact any faculty member for advice and assistance.

**OTHER** There are numerous professional organizations for speech-language pathologists and related professionals (e.g., Council for Exceptional Children-CEC, National Association for Aphasia, Atlanta Association for Aphasia, Stuttering Foundation of America). These organizations typically have student membership opportunities and offer a wealth of resources.

PROFESSIONAL  
CERTIFICATION  
AND  
EMPLOYMENT

## **PROFESSIONAL CERTIFICATION AND EMPLOYMENT**

Students in the Georgia State University Communication Disorders Program should have a clear understanding of the variety of certifications available for speech-language pathologists:

1. Certificate of Clinical Competence (CCC) in Speech-Language Pathology is awarded by the Council for Clinical Certification (CFCC) affiliated with the American Speech-Language-Hearing Association (ASHA).
2. State Licensure in Speech-Language Pathology is issued by the Georgia Board of Examiners for Speech-Language Pathology and Audiology.
3. State Teachers' Certification or Licensure is issued by the Georgia Professional Standards Commission in Speech-Language Pathology.

The above certifications determine employability and give evidence of competence and the level of training received. All students completing the Master's degree following a planned program at Georgia State University meet or exceed the university related requirements for the various certificates.

Requirements for school certification and licensure vary slightly from state to state. Some require paid experience, board examinations, fees, etc. Our graduates have been highly successful in meeting these postgraduate requirements. Toward the end of the graduate program, assistance by an advisor in applying for out-of-state certifications may be necessary.

### **CFCC (ASHA) CERTIFICATION**

The following is a summary of the standards for certification in speech-language pathology by the Council for Clinical Certification (CFCC). The complete text of the standards and the implementation guidelines are available on-line at <http://professional.asha.org>.

#### **STANDARD I: DEGREE**

The applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. The graduate program director must verify satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements.

#### **STANDARD II: INSTITUTION OF HIGHER EDUCATION**

The graduate degree must be granted by a regionally accredited institution of higher education.

### **STANDARD III: PROGRAM OF STUDY—KNOWLEDGE OUTCOMES**

The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

**Standard III-A:** The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

**Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

**Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

**Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct.

**Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

**Standard III-G:** The applicant must demonstrate knowledge of contemporary professional issues.

**Standard III-H:** The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

#### **STANDARD IV: PROGRAM OF STUDY—SKILLS OUTCOMES**

**Standard IV-A:** The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

**Standard IV-B:** The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

**Standard IV-C:** The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

**Standard IV-D:** At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

**Standard IV-E:** Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

**Standard IV-F:** Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

**Standard IV-G:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the skills outcomes in evaluation and intervention and exhibit the interaction and personal qualities as listed in the ASHA requirements for certification.

#### **STANDARD V: ASSESSMENT**

The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

**Standard V-A:** Formative Assessment - The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

**Standard V-B:** Summative Assessment - The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

## **STANDARD VI: SPEECH-LANGUAGE PATHOLOGY CLINICAL FELLOWSHIP**

After completion of academic course work and practicum (Standard VI), the applicant then must successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF).

## **STATE OF GEORGIA LICENSURE**

State licensure is required for all SLPs working in hospitals, clinics, home-health, private practice, etc. (all settings other than the schools). Licensure requires specific course work and practicum (the same as required for ASHA certification), passing the PRAXIS II exam, and completion of a Paid Clinical Experience (PCE). The PCE has requirements similar to the ASHA CF. You must apply for licensure before you start working in any setting other than the schools.

Obtain information about current licensure requirements and an application from:

Georgia Board of Examiners for Speech-Language Pathology and Audiology  
237 Coliseum Drive  
Macon, GA 31217-3858  
(478) 207-1670  
(478) 207-1676 Fax  
[www.sos.state.ga.us/plb/speech](http://www.sos.state.ga.us/plb/speech)

## **GEORGIA TEACHER CERTIFICATION/LICENSURE**

The Georgia S-5 Certificate is the professional master's level certification required for employment in the schools. Students successfully completing the M.Ed. program receive recommendation for the S-5 professional certification. In order to be certified at the S-5 level all candidates must be certifiable at the bachelor's level. Georgia also currently issues a nonrenewable, 5-year NS-4 certificate in Speech Pathology. Because Georgia State does not offer an undergraduate degree in speech-language pathology, our program does not recommend any students for professional employment at the NS-4 level.

## Requirements

1. All applicants for teacher certification also must take and pass the PRAXIS II exam offered by the Educational Testing Service (ETS). In addition, applicants must have scored 1030 or above on the GRE or they will be required to take and pass the GACE exam (Basic Skills).
2. Applicants must complete a program of study leading to the master's degree from a program that meets the standards of accreditation by the CAA of ASHA.

Applications for certification and instructions are available from:

Professional Standards Commission  
1454 Twin Towers East  
Atlanta, GA 30334-5070  
(404) 656-2604  
[www.gapsc.com](http://www.gapsc.com)

**\*NOTE:** All certification and licensure forms should be filled out completely by the student prior to graduation. Students are responsible for tabulating clock hours and listing all academic course work.

## **EMPLOYMENT INFORMATION**

Notices of job openings are posted in the student work room as they are received. Each issue of the ASHA *Leader* and the *Advance* magazine list positions available throughout the nation. State and national conventions provide employment interview opportunities. For information on current positions in speech-language pathology in Georgia contact:

Consultant for Speech and Language Impaired  
Georgia Department of Education  
Twin Towers, East  
Atlanta, GA 30334  
[www.teachgeorgia.org](http://www.teachgeorgia.org)

Georgia Speech-Language-Hearing Association (GSHA)  
20423 State Rd. 7  
Suite F6-491  
Boca Raton, FL 33498  
(800) 226-4742  
[www.gsha.org](http://www.gsha.org)

For job vacancies in public school systems, contact the Superintendent of Schools and Personnel Office in the county or city of desired employment.

## **UNIVERSITY CAREER SERVICES CENTER**

The Career Center houses a multi-media library and other resources for job searches, resume building, and interview etiquette. For more information contact the center at 404-413-1820 or visit [www.gsu.edu/career](http://www.gsu.edu/career).

# UNIVERSITY RESOURCES

## UNIVERSITY RESOURCES

1. **Health Services:** The Student Health Promotion is located in the Citizen's Trust Building (next to the University Commons), 75 Piedmont Ave. NE, Suite 240. Health Services provides immediate medical attention for injuries and illnesses such as colds, flu, sore throats, earaches, sprains and minor cuts/lacerations. Some additional services provided include pregnancy tests, glucose tests, tuberculosis skin testing, immunizations (tetanus, hepatitis B, flu vaccines and MMR), CPR classes, health promotion classes such as stop smoking and weight loss, limited lab services and medical counseling and referral. For further information, contact the Health Services.
2. **Counseling & Testing Center:** The center is located in the Citizen's Trust Building (next to the University Commons), 75 Piedmont Ave. NE, Suite 200A . Counseling is available to students having career, educational, personal, or relationship concerns. Small group experiences are offered to meet particular needs; for example, life skills, stress management, personal growth, sexual abuse survivors, vocational assessment, anxiety reduction, and communication skills. Referral services are provided to students having special needs. All counseling is confidential. For further information, contact the Counseling & Testing Center at 404-413-1640.
3. **Student Support Services:** Student Support Services is located at 152 Sparks Hall. The Student Support Services is an organization whose mission is to increase retention and graduation rates of students enrolled in the program. We believe that all students, regardless of family background or the presence of a disability should have the opportunity to reach their full personal, academic and career potential. The program offers a variety of support services to assist the eligible Georgia State University student: 1) Tutoring 2) Academic Counseling 3) Personal Counseling and Workshops 4) Support Groups 5) Disability Services 6) Referrals and 7) Advocacy. For further information, contact Student Support Services at 404-413-1680.
4. **Regents Center for Learning Disorders:** The Board of Regents of the University System of Georgia has established three centers for the provision of assessment, resources, and research related to students within the University System with learning disorders. The Centers are located at Georgia State University, University of Georgia and Georgia Southern University. The Georgia State Center serves thirteen institutions in the Northwest region. The Center will assist each institution in obtaining assessments for students who have learning problems due to a disability. Center personnel will also be available to provide information regarding requests for special accommodations, to review outside evaluations, and to provide recommendations regarding how to best maximize students' functioning in college. For further information, contact the Director of Disability Services at 404-413-1560.

SUMMARY  
OF  
IMPORTANT  
DEADLINES

## SUMMARY OF IMPORTANT DEADLINES

<u>WHAT</u>	<u>WHEN</u>	<u>WHERE</u>
Graduate Assistantship in Communication Disorders	No set deadline for applications.	Applications can be obtained in the Clinic Office. Return to Dr. Schober-Peterson.
Graduate Assistantship in Educational Psychology and Special Education Department	No set deadline for applications.	Applications can be obtained in EPSE Department Office.
Georgia State Classes	Check University website for registration dates and deadlines.	Registration is done on-line. Registrar's Office, 404-413-2600.
Advisement appointment	Schedule an appointment with your advisor each semester at least one week prior to the start of registration.	Appointment book in Clinic Office.
Liability Insurance	Renew yearly. Needed prior enrolling in any clinical practicum.	Applications available in the Clinic Office. Call Seabury & Smith Co. at 800-323-2106 for questions.
School Internship EXC 7951	<u>For:</u> <u>Deadline:</u> Fall    1/15 Spring 7/15	Applications can be obtained in Clinic Office. Ask for CF 56
Medical Internship EXC 7950	<u>For:</u> <u>Deadline:</u> Fall    1/15 Spring 7/15 Summer 10/15	Applications can be obtained in Clinic Office. Ask for CF 57
Final Portfolio Review	Typically done the semester prior to the semester of graduation.	Student and portfolio mentoring team schedule the review.

## **WHAT**

Graduation

PRAXIS II National Exam required for CFCC certification, state license, and school certification

GSHA (Georgia Speech-Language-Hearing Association)

NSSLHA (National Student Speech-Language-Hearing Association); National level

Georgia State University NSSLHA membership; Local level

ASHA (American Speech-Language-Hearing Association) membership

Teacher Certification

State Licensure

## **WHEN**

You must file an application for graduation two semesters prior to the semester of graduation.

Exam is given seven times per year. Taken semester prior to graduation.

Membership year is July 1- June 30. Renew each year by June 30. Members receive renewal notice by mail.

Membership year is Jan. 1- Dec. 31. Renew each year by Dec. 31. Members receive renewal notice by mail.

Membership year is August- July  
Dues are \$25.00.

Complete all paper-work during semester of graduation and apply after graduation.

Apply the semester of graduation. Required for all SLPs working in the schools.

Apply the semester of graduation. Required for all SLPs working in hospitals, clinics, home health and private practice.

## **WHERE**

Apply on-line or at 231 Sparks Hall.

Contact ETS, Educational Testing Service 609-771-7395, [www.ets.org](http://www.ets.org)

Call 1-800-226-4742 for questions. Applications available in Student Work Rm.

Call (800) 498-2071 for questions. Applications available in Student Work Rm.

See any Georgia State NSSLHA officer for information

Call (800) 498-2071 for applications. If a student is a NSSLHA member, the ASHA membership dues for first year are reduced.

Application available online at [www.gapsc.com](http://www.gapsc.com)

Application available online at [www.sos.state.ga.us/plb/speech](http://www.sos.state.ga.us/plb/speech)