



ETBU
EAST TEXAS BAPTIST UNIVERSITY

Master of Science in Speech-Language Pathology

2026-2027 Student Handbook

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WELCOME

Welcome! We are thrilled that you have chosen the Master of Science in Speech-Language Pathology program at East Texas Baptist University to continue your academic journey. We are excited to support you as you work toward becoming a speech-language pathologist, and we are honored to be part of your learning and preparation for this rewarding profession.

This handbook serves as a guide to the policies, procedures, and expectations of the speech-language pathology graduate program. Students are encouraged to refer to this handbook for information on requirements, policies, or expectations. Adherence to these guidelines is important for successful progression through the program and helps foster a positive and productive learning environment for all members of the ETBU SLP community. If you have questions about any information contained in this handbook, please consult with the program director.

INTRODUCTION

East Texas Baptist University is accredited by the Commission on Colleges and Universities. The ETBU Master of Science Program in Speech-Language Pathology (MS SLP) has been developed so that graduating students will meet the standards for clinical certification in speech-language pathology, set forth by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language-Hearing Association (ASHA). The program in speech-language pathology is being approved for accreditation candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Blvd., Rockville, MD 20850, 800-498-2071.

PROGRAM OVERVIEW

University Mission Statement

As a Christ-centered institution, East Texas Baptist University educates students by integrating biblical faith and learning to develop mind, body, and soul through community engagement to prepare graduates to be Christian servant leaders in their calling to God and humanity.

Embracing Faith

Ensure the integration of biblical faith in curricular and co-curricular experiences including opportunities while embracing our Baptist heritage.

Engaging Minds

Equip students through excellence in teaching, research, and scholarship to explore God's truth and providing the knowledge and skills for academic success, degree completion, employment opportunity, and lifelong learning.

Empowering Leaders

Develop and deploy Christian servant leaders for their callings to God and to humanity.

Enhancing Community

Create an environment conducive to the development of the whole person through relevant facilities, resources, and services which allows a diverse and growing community to utilize their God-given gifts both locally and globally.

University Vision Statement

The vision of East Texas Baptist University is to stand boldly as a committed Christ-centered institution of higher learning. In light of the distinct calling to Christian education, the University seeks to inspire and impact students through the renewing of minds and the transformation of hearts for the cause of Christ. The primary focus of the ETBU educational experience is the development of the whole student – intellectually, spiritually, emotionally, socially, and physically – in an unwavering commitment to the transformation of mind, spirit, and body.

Graduate SLP Faculty

Dean, School of Communication & Performing Arts Professor of Music	Dr. Douglas Lockard dlockard@etbu.edu
Assistant Dean, School of Communication & Performing Arts Associate Professor of Communication	Dr. Kate Mead kmead@etbu.edu
Interim Chair & Program Director Assistant Professor of Speech-Language Pathology	Dr. Vanessa Johnston Vjohnston@etbu.edu
Clinical Director Assistant Professor of Speech-Language Pathology	Mrs. Rebecca Smith rpsmith@etbu.edu
Assistant Professor of Speech-Language Pathology	Dr. Caroline Franks cfranks@etbu.edu
Adjunct Professor	Dr. Katie Allen kallen@etbu.edu
Adjunct Professor	Dr. Erika Aziegbe eaziegbe@etbu.edu
Part Time Clinical Instructor	Mrs. Gwen McVey gmcvey@etbu.edu

Program Mission Statement

The mission of the Master of Science in Speech-Language Pathology program is to contribute to the University's mission by equipping students called to the field of speech-language pathology with the competence and confidence to help families and individuals across the lifespan, and from diverse backgrounds, facing the impact of communication, cognitive, and swallowing disorders as well as communication differences. We promote the personal, spiritual, and professional development of

students through faculty engagement and mentoring, while emphasizing a Christ-centered worldview, compassionate care, Christian servant leadership, professionalism, cultural competence, advocacy, ethical accountability and integrity, interprofessional collaboration, and lifelong learning.

Program Goals and Objectives

The goal of the MS SLP Program is to prepare graduate students to be competent, confident, ethical, and compassionate speech-language pathologists in a variety of educational and healthcare settings, equipping students with relevant knowledge, skills, and procedures required for clinical practice, promoting professional practice, research, and diversity.

The MS SLP program and course of study is organized to meet the following objectives:

- To provide students the opportunity to develop a comprehensive knowledge and corresponding clinical skills in the nine core areas of articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication. This includes ensuring students acquire the following:
 - Professional practice competencies that demonstrate accountability, effective communication skills, evidence-based practice, and professional duty, as set forth in the CAA standards for accreditation (<https://caa.asha.org/reporting/standards/>).
 - Foundations of speech-language pathology practice through knowledge of the discipline of human communication sciences and disorders, the nature of human communication and swallowing processes, and normal and abnormal human development across the lifespan, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
 - Knowledge of the principles and methods of identification and prevention of speech, language, and swallowing disorders and differences.
 - Knowledge and skills of assessment of speech, language, and swallowing disorders and differences and intervention to minimize the impact of speech, language, and swallowing disorders and differences, including the ability to integrate, synthesize and apply classroom knowledge with their diverse clinical experiences.
 - Knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and demonstration of: 1) ethical conduct; 2) integration and application of knowledge of the interdependence of speech, language, and hearing; 3) engagement in contemporary professional issues and advocacy; 4) engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services; 5) clinical education and supervision; 6) clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care; 7) professionalism and professional behavior that is reflective of cultural and linguistic differences; 8) interaction skills and interpersonal qualities, including counseling and collaboration; and 9) ability to work effectively as a member of an interprofessional team.
 - Skills in oral and written communication and other forms of communication sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including writing and comprehending technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.
 - Cultural competence in service delivery, including the identification and acknowledgment of the impact of one's own cultural and linguistic variables and biases on clinical service delivery as well as the impact and interaction of cultural and linguistic variables of the

- individuals/families served on clinical service delivery.
- Knowledge of the scientific bases of the profession, research methodologies, fundamentals of evidence-based practice, and application of the scientific bases and research principles to clinical populations served.
- To ensure students have access to quality clinical supervision and obtain comprehensive clinical experiences with diverse clients, including a variety of clinical settings, populations, and age groups, during practicum and externship experiences, culminating in a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology.
- To ensure students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.
- To provide opportunities for students to participate in community involvement and development through social and educational experiences.

Program Length

The Master of Science in Speech-Language Pathology is a 54-credit hour graduate program consisting of 36 hours of academic coursework and 18 hours of clinical practicums. The program will be taught in a two-academic year timeframe (22 months), including two fall semesters, a summer semester with two terms, and two spring semesters. Continuous full-time enrollment is intended for all students completing the program.

Academic Load

For purposes of financial aid, athletic eligibility, and campus housing, full-time status requires the student be enrolled in a minimum of six hours of graduate courses during traditional 15-week semesters and a minimum of three hours of graduate courses during summer terms. To be eligible for financial aid, a student must be enrolled in a minimum of three hours of graduate courses. ETBU will not recognize courses taken at other institutions concurrently as fulfilling this enrollment policy.

2025-2026 ACADEMIC AND CLINICAL COURSE SCHEDULE FOR MS SLP PROGRAM

FALL YEAR ONE: 13 hours	FALL YEAR TWO: 12 hours + Comps
SPLP 5305 (3 hours) Diagnostics and Report Writing	SPLP 5306 (3 hours) Dysphagia
SPLP 5308 (3 hours) Language Disorders in Children	SPLP 5309 (3 hours) Motor Speech Disorders
SPLP 5311 (3 hours) Speech Sound Disorders	SPLP 5103 (1 hour) Ethics and Professional Issues
SPLP 5101 (1 hour) Clinical Methods	SPLP 5202 (2 hours) A Christian View on Disability
SPLP 5351 (3 hours) Clinical Practicum I	SPLP 5354 (3 hours) Clinical Practicum IV
SPRING YEAR ONE: 13 hours	SPRING YEAR TWO: 6 hours + PRAXIS®
SPLP 5302 (3 hours) Adult Cognitive-Linguistic Disorders	SPLP 5651 (6 hours) Clinical Externship
SPLP 5307 (3 hours) Stuttering and Cluttering	
SPLP 5310 (3 hours) Evidence-Based Practice	
SPLP 5102 (1 hour) Counseling Skills	
SPLP 5352 (3 hours) Clinical Practicum II	
SUMMER YEAR ONE-TERM ONE: 5 hours	
SPLP 5201 (2 hours) Augmentative and Alternative Communication	
SPLP 5353 (3 hours) Clinical Practicum III	
SUMMER YEAR ONE-TERM TWO: 5 hours	
SPLP 5203 (2 hours) Special Populations	
SPLP 5312 (3 hours) Voice and Related Disorders	

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SPLP 5305 (3 hours) Diagnostics and Report Writing	SPLP 5310 (3 hours) Evidence-Based Practice
SPLP 5308 (3 hours) Language Disorders in Children	SPLP 5309 (3 hours) Motor Speech Disorders
SPLP 5306 (3 hours) Dysphagia	SPLP 5103 (1 hour) Ethics and Professional Issues
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SUMMER YEAR ONE-TERM TWO: 5 hours	
SPLP 5203 (2 hours) Special Populations	
SPLP 5312 (3 hours) Voice and Related Disorders	

Course Descriptions

SPLP 5101 Clinical Methods: This course explores methods for treating individuals who have communication disorders. It introduces clinical practicum expectations such as basic organization and competency guidelines, clinician conduct and professionalism, working with clients, documentation, multicultural issues, and clinical methods in speech-language pathology.

SPLP 5102 Counseling Skills: This course explores the counseling process as it pertains to individuals with communication disorders and differences, covering informational counseling (client and family/caregiver education) and personal adjustment counseling (feelings, emotions, thoughts, and beliefs expressed by individuals and their families/caregivers). We will discuss the role of the speech-language pathologist in minimizing the social and psychological impact of a communication disorder or difference in day-to-day life as well as empowering individuals and families, encouraging them to self-advocate in their efforts to adjust, strive, and grow.

SPLP 5103 Ethics and Professional Issues: This course is designed as a comprehensive analysis and integration of ethics and contemporary professional issues in the discipline of speech-language pathology. Topics covered are standards of ethical conduct and professional issues affecting speech-language pathology, including trends in professional practice, practice standards and guidelines, confidentiality issues, interprofessional collaboration, cultural competency, educational and legal requirements and policies, reimbursement procedures, licensure, and certification.

SPLP 5201 Augmentative and Alternative Communication: This course introduces students to augmentative and alternative communication (AAC) as it applies to children and adults. Topics covered include identifying potential candidates for AAC, assessment strategies and procedures, making appropriate recommendations, and intervention strategies.

SPLP 5202 A Christian View on Disability: This course is a course of study created to transform the way Christians view God's plan for disability and purpose in suffering. It will give students a solid understanding of the main issues involved in various aspects of disability, covering an overview of disability ministry, the theology of suffering, the church and disability ministry, and an introduction to bioethics.

SPLP 5203 Special Populations: This course examines diagnostic criteria, early identification, assessment and intervention considerations for special populations with communication disorders and differences (such as autism, hearing disorders, genetic disorders, and syndromes) as well as culturally diverse populations.

SPLP 5302 Adult Cognitive-Linguistic Disorders: This course will explore acquired language and cognitive-linguistic disorders due to stroke, brain injury, or other neurological damage or neurodegenerative disease, with a focus on: aphasia, dementia/Alzheimer's disease, traumatic brain injury, right hemisphere disorder, amyotrophic lateral sclerosis (ALS), and Parkinson's disease, including etiology and disease processes. It will cover neuroanatomy, assessment procedures, interventions, family communication partner training, and psychosocial aspects of acquired language and cognitive-linguistic disorders.

SPLP 5305 Diagnostics and Report Writing: This course focuses on assessing and diagnosing a broad range of communication disorders and differences. It provides a general framework for speech and

language evaluations, including collection of case history information, selection, administration, and interpretation of standardized and non-standardized tests, completion of reporting functions to support evaluation, and appropriate referrals and recommendations for intervention.

SPLP 5306 Dysphagia: This course examines the anatomical bases of normal and disordered swallowing, and the evaluation and treatment of swallowing disorders

SPLP 5307 Stuttering and Cluttering: This course examines the theories, evaluation procedures and intervention approaches for various types and degrees of stuttering and cluttering

SPLP 5308 Language Disorders in Children: This course covers communication development and disorders in infants, toddlers, preschool, and school-aged children. It will address early identification, assessment, and remediation of language disorders in children.

SPLP 5309 Motor Speech Disorders: This course examines the anatomy and physiology of speech production as it relates to motor speech disorders (e.g., dysarthria and apraxia) and their treatment. Differential diagnosis will be stressed in discussion of etiology and basic characteristics of motor speech disorders across the age continuum.

SPLP 5310 Evidence-Based Practice: This course covers fundamentals of evidence-based practice, application of research principles to clinical populations, interpretation of research literature, and research methods in speech-language pathology, culminating in a research project of the student's choosing to engage students in formulating research-based solutions with research-based strategies.

SPLP 5311 Speech Sound Disorders: This course focuses on speech and non-speech characteristics of children with developmental speech sound disorders. Emphasis placed on collection and phonetic transcription of speech samples, phonological analysis of transcribed data, and decision making processes in assessment and intervention of speech sound disorders.

SPLP 5312 Voice and Related Disorders: This course examines the parameters and processes involved in voice production as they relate to normal and disordered aspects of phonation. Emphasis is placed on audioperceptual, acoustic, aerodynamic, and biomechanical perspectives on normal and disordered phonation to inform assessment and treatment of organic and non-organic disorders of phonation.

SPLP 5351 Clinical Practicum I: This course is a supervised clinical practicum designed to introduce the knowledge and skills required for the diagnosis and treatment of individuals with communication and swallowing disorders and differences. It includes weekly clinical instruction pertaining to the assessment and treatment of communicative disorders, clinical writing, ethical and professional conduct, and relevant multicultural and professional issues according to practicum setting. Prerequisite: Consent of the Program Director.

SPLP 5352 Clinical Practicum II: This course is the second level of supervised diagnostic and therapeutic contact with individuals with communication and swallowing disorders and differences. It includes weekly clinical instruction pertaining to the assessment and treatment of communicative disorders, clinical writing, ethical and professional conduct, and relevant multicultural and professional issues according to practicum setting. Prerequisite: SPLP 5351.

SPLP 5353 Clinical Practicum III: This course is the third level of supervised diagnostic and therapeutic

contact with individuals with communication and swallowing disorders and differences. It allows students to continue accumulating the clinical clock hours necessary to complete the program as well as develop the knowledge and skills necessary for entering the field of speech-language pathology. Course includes weekly clinical instruction pertaining to the assessment and treatment of communicative disorders, clinical writing, ethical and professional conduct, and relevant multicultural and professional issues according to practicum setting. Prerequisite: SPLP 5352.

SPLP 5354 Clinical Practicum IV: This course is the fourth level of supervised diagnostic and therapeutic contact with individuals with communication and swallowing disorders and differences. It allows students to continue accumulating the clinical clock hours necessary to complete the program as well as develop the knowledge and skills necessary for entering the field of speech-language pathology. Course includes weekly clinical instruction pertaining to the assessment and treatment of communicative disorders, clinical writing, ethical and professional conduct, and relevant multicultural and professional issues according to practicum setting. Students will be assigned to outside practicum sites and be supervised by certified and licensed speech-language pathologists employed at the designated setting. Prerequisite: SPLP 5353.

SPLP 5651 Clinical Externship: In this course students will apply their knowledge and skills to assess, diagnose, and provide intervention for individuals with communication and swallowing disorders and differences. This is a full-time externship that serves to build on the work students have done previously in the four clinical practicum courses. Students will further their clinical knowledge and skills necessary for successful completion of the PRAXIS® Examination in Speech-Language Pathology and in preparation for the Clinical Fellowship experience. The Clinical Externship will be completed in the sites identified to meet the requirements of competencies in child and adult hours, supervised by an ASHA certified and licensed speech-language pathologist. Sites may include hospitals, medical centers/clinics, rehabilitation centers, skilled nursing facilities, public and private schools, special needs schools, charter schools, and private practices.

STUDENT CONDUCT AND ACADEMIC-RELATED POLICIES

Code of Conduct

ETBU emphasizes a biblical standard of personal conduct and moral character by all students. ETBU is committed to providing and maintaining an environment conducive to the integration of faith and learning, servant leadership development, and academic excellence. Applicants for admission to ETBU and enrolled students at ETBU are required to exhibit good Christian character. Applicants for admission and enrolled students must promise to act in accordance with these standards, the University Community Code of Conduct, and other policies, rules, and regulations as described in the ETBU Academic Catalog (<https://www.etbu.edu/info-for/current-students/academic-catalogs>) and the ETBU Student Handbook (<https://www.etbu.edu/info-for/current-students/student-policies-and-handbook>). The University, in maintaining the standards and ideals for which it stands, reserves the right to revoke admission, dismiss, and/or impose other disciplinary sanctions on students, who falsify, misrepresent, or knowingly omit information on the application for admission, or who violate ETBU's standards, policies, rules, and regulations. Applicants accepted for admission and enrolled students of ETBU, pledge to adhere to all standards, policies, rules, and regulations of East Texas Baptist University.

Academic Integrity

Students enrolled at East Texas Baptist University are expected to conduct themselves in accordance with the highest standards of academic honesty and integrity, avoiding all forms of cheating. This includes illicit possession of examinations or examination materials, unwarranted access to instructor's solution manuals, plagiarism, the use of paraphrasing or artificial intelligence software/sites, forgery, collusion and submissions of the same assignment to multiple courses.

Every faculty member will make available a copy of his/her syllabus and written academic integrity policy available to each student enrolled in the class on the first day of the class in each term. It is the student's responsibility to understand and meet the academic integrity requirements set forth in the course syllabus.

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Faculty are encouraged to use violations of academic integrity as opportunities for character development of students.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty by a student include one or more of the following:

- Failure of the class in question;
- Failure of particular assignments;
- Requirement to redo work in question;
- Requirement to submit additional work.

Penalties that may be applied by the Provost and Vice President for Academic Affairs to individual cases of academic dishonesty by a student may include:

- Disciplinary probation which may include forfeiture of academic honors and/or involvement in certain academic and extracurricular programs;
- Dismissal from the University.

Students who have a recorded academic integrity violation during the semester will be ineligible for recognition on the Dean's, Provost's, or President's lists. Students who have more than one recorded academic integrity violation during the course of their study at ETBU will be ineligible to receive graduation honors.

All incidents related to violations of academic integrity are required to be reported to the Vice President for Academic Affairs and multiple violations of academic integrity will result in further disciplinary measures which could lead to dismissal from the University. Conflicts involving matters of academic discipline will follow the academic appeals procedure described in the Student Handbook.

Questions related to academic discipline should be referred to the Office of the Vice President for Academic Affairs

AI Use

The Department of Speech-Language Pathology recognizes the growing and expansive role that artificial intelligence (AI) plays in the field of Communication Sciences and Disorders. AI use within this

department is to be guided by academic integrity and the development of critical thinking skills. Essentially, AI use in the Department of Speech-Language Pathology is to build on learned knowledge of foundational components of the CSD field. To do so, students should use the following guidelines for AI use:

1. **Academic Integrity** – All students must ensure that all AI-generated content aligns with institutional policies on originality and honesty. It should not be used to complete assignments dishonestly, misrepresent authorship, or engage in plagiarism. Students are encouraged to disclose AI use and may be required to do so. For further clarification, see item 3.
2. **Critical Engagement** – AI tools used for the purpose of academic work should supplement, not replace, critical thinking and personal effort. Students will be responsible for evaluating AI-generated content for accuracy, bias, and ethical considerations before incorporating it into their work. Students will be expected to demonstrate understanding of foundational knowledge of communication sciences and disorders in order to better utilize AI.
3. **Transparency and Attribution** – When used to contribute to an assignment or project, students should accurately cite all AI-generated content, as required by the instructor.
4. **Privacy and Data Security** – Students must adhere to institutional policies, governmental regulations (i.e., HIPAA, FERPA), and copyright laws regarding the responsible use of digital tools. Personal, confidential, or sensitive data should not be put into AI systems. Students should consider possible and probable legal and ethical ramifications of any AI input.
5. **Skill Development** – The use of AI should not hinder the development of essential skills such as acquiring foundational knowledge of the field, writing, synthesis, analysis, and problem-solving. Over-reliance on AI may limit learning processes, outcomes, and transfer of skills.
6. **Stewardship and Ethical Responsibility** – As followers of Christ, we are called to be responsible stewards of knowledge and technology (Genesis 1:28; Colossians 3:23). AI should be used in ways that honor God, promote truth, and serve others with integrity and excellence. Students should exercise discernment, ensuring that AI use aligns with Christian values such as honesty, wisdom, and justice.

Implementation and Compliance:

Faculty members may set course-specific guidelines regarding AI use, and students are expected to adhere to these expectations. Misuse of AI that violates academic integrity policies will be subject to institutional review and potential disciplinary action.

By engaging with AI responsibly, students can enhance their learning experience while maintaining the ethical and academic standards of ETBU.

For questions or clarification, students should consult their instructor prior to assignment deadlines.

Academic Performance

It is expected that students maintain high grades and complete all program requirements, including successful completion of the summative examination. Semester grades are earned as A, B, C, D, or F. A minimum grade point average (GPA) of 3.0, semester and cumulative, is required of all graduate students enrolled in the MS SLP program. To ensure students have mastered the required knowledge and skills, they must receive a B or higher in every course in order to earn credit for the course. Receiving a grade of C in a course requires students to retake that course when it is offered again, which could extend the

program and delay graduation. Receipt of two or more grades of C or below in academic or clinical courses is grounds for dismissal from the program. Students who earn a grade of D or F in any course may be dismissed from the program upon recommendation by the Program Director and the Dean.

Remediation Process & Action Plans

Graduate faculty will review students' clinical and academic progress during department meetings throughout the year. Formal remediation may be recommended for professional development, academic success, clinical practicum experiences, or any other areas deemed necessary by faculty at any time.

Formal remediation will be required for students who

- Earn less than an 80% on an exam or major assignment
- Are missing 3 or more assignments

Every student deemed at risk of failure will be given the opportunity to hear the concerns raised about him or her. The faculty member raising the concerns will meet with the student and develop an action plan (See Appendix B). During this meeting, the instructor will discuss the students' strengths, areas for improvement, a clear action plan/goals to address the identified deficiencies and a timeline for completion. The action plan form will be signed by both the instructor and the student. A copy of the form will be provided to the student and will be sent to the student's academic advisor and Program Director. Failure to meet the identified goals within the time period specified may result in dismissal from the program.

Remediation Process for Grades of C or below:

1. Any instructor assigning a final course grade of C or lower must notify the Program Director of the student's name, course name and number, and grade at the time the grade is assigned.
2. Upon notification that a student will be receiving a grade of C or lower, the Program Director will examine the student's record to determine whether a total of two or more grades of C or lower have been received.
 - a. If it is the student's first time earning a C or lower in the course, the student will be notified that they must retake the course when it is offered again, which could delay the student's program completion.
3. The Program Director will notify any student who has received two or more grades of C or lower. The student will be invited to provide written materials in support of their continuation in the program. The student may also request an interview with the Program Director and their academic advisor to present their case.
4. The Program Director will decide whether the student should be dismissed from the program or whether they will be allowed to continue on probation. This decision will be based on the student's prognosis for academic and clinical success in the program and profession. The student's academic record, the supportive materials provided by the student, and the views of the student's academic advisor and other pertinent faculty member(s)/instructor(s) must be considered in making this judgment.
5. If a dismissal decision is made, written notification of the dismissal will be sent to the student.
6. A student who is allowed to continue in the program will be placed on probation and will be notified that receipt of one more grade of C or lower may result in dismissal. At the discretion of the Program Director, such students may be required to repeat courses in which they received grades of C or lower.

Program-Specific Policy on Dismissal from Program:

1. Students who fail to maintain at least a 3.0 cumulative grade point average will be placed on academic probation and will be required to earn a minimum semester grade point average of 3.0 or above in subsequent semesters until the cumulative grade point deficiency is removed. Failure to attain a semester grade point average of at least 3.0 may result in dismissal from the program.
2. Receipt of two or more grades of C or below in academic or clinical courses is grounds for dismissal from the program.
3. Students who earn a grade of D or F in any course may be dismissed from the program upon recommendation of the Program Director and Dean.
4. Students who do not pass the comprehensive examination after the second attempt.

Grade Appeals Process

A student has a six-week period following the conclusion of a term in which to request a grade change or to appeal the assigned grade. The student must follow these steps:

- The student should first consult with the faculty member to attempt to resolve the misunderstanding or difference of opinion regarding the assigned grade.
- If the matter is not resolved in the faculty/student conference, then the student may submit a written request to the Program Director. The written appeal should include all pertinent facts and copies of papers, grades, etc. (See **Grade Appeal Form** at <https://www.etbu.edu/about-etbu/campus-offices/registrar/registrar-forms>). The Program Director will meet with the student and the faculty member to gather additional information as needed and attempt to resolve the issue. The Program Director will communicate the results in writing to the student and the faculty member. The Program Director will give priority treatment to the request.
- If the student continues to be dissatisfied, the student may then appeal in the same manner to the Dean of the school which offers the course. The Dean will gather any additional information needed and attempt to resolve the difference of opinion as to the nature of the grade assigned. The Dean will communicate the results in writing to the student and the faculty member. The Dean will give priority treatment to the request.
- If the student is still not satisfied, he/she may submit a Grade Appeal Form to the Vice President of Academic Affairs who will consider the nature of the appeal and the information gathered as well as the recommendations from the faculty member, Program Director, and Dean. The Provost and Vice President for Academic Affairs, depending on the nature of the appeal, may refer the matter to the Deans Council or uphold the previous recommendation and communicate the decision to the student. The Provost and Vice President for Academic Affairs will give priority treatment to the request.
- If the appeal is referred to the Deans Council, they may gather any additional information required to make a recommendation to the Provost and Vice President for Academic Affairs who will review the Council's recommendation.
- The decision of the Provost and Vice President for Academic Affairs will be final and ends the appeal process.

Student Accommodations

It is our expectation that students complete the MS SLP Program with a high level of competence and confidence. Students are encouraged seek out their faculty advisors and mentors to identify the supports and resources within and outside of the university that will allow them to be successful. University and

community resources and supports are provided in Appendix C.

Students needing accommodations should follow the procedures outlined by the University at <https://www.etbu.edu/about-etbu/campus-offices/academic-success/disability-accommodation-information>. We encourage students to seek accommodations for any documented disability early in their program to ensure successful progression and completion of the program.

After submitting appropriate documentation to the Office of Academic Success, accommodation(s) will be determined on an individual basis dependent upon the documented need for services and the university's assessment of the individual's need as related to their academic program. These services may include liaison with faculty members, promoting self-advocacy skills, and securing appropriate classroom accommodations. Study skills, counseling, and some tutoring services are also available.

At the student's request and upon receipt of a signed consent form, the appropriate faculty will be notified of recommended specific accommodation(s). The student will then meet with their instructors to discuss the accommodation(s).

Reasonable accommodation involves shared responsibility, cooperation, and communication among faculty, staff, and students to ensure academic integrity and provide equal educational opportunities for students with disabilities. Students who receive academic auxiliary aids and services from the university, based on the university's assessment of the need related to the academic program, will be required to apply for state and/or federal funds for which they may be eligible and to reimburse the university for expenses incurred. Examples of those sources include but are not limited to the Texas Rehabilitation Commission, the Texas Commission for the Blind, or the Veterans Administration.

ADDITIONAL PROCEDURES & POLICIES

Facilities

Coursework for the graduate program will be held on ETBU's main campus. In-house clinical practicums will be held at the William B. Dean Center for Language & Literacy Development, housed at Synergy Park in downtown Marshall, approximately 5 minutes from the main campus. Students are required to obtain a parking pass by registering their vehicle with the Office of University Security.

Students have access to the William B. Dean Center for Language & Literacy Development during posted clinic hours. A work area has been designated for student use. This space is for preparation of therapy and/or class projects. The work area has a large worktable, and students are encouraged to use this space. Additionally, there are two rooms with resources available for students. Be professional and courteous, and know that it is your responsibility to clean up the area and return resources to the proper place before leaving.

Canvas

All instructors use Canvas to manage courses by posting announcements, course materials, grades, and other course information. You are expected to use this learning platform to access course information and materials. Guides for Canvas use can be found at <https://www.etbu.edu/about-etbu/campus-offices/institutional-technology/canvas>

Hybrid & Online Courses

This program includes hybrid and online courses. Hybrid and online courses include required synchronous class sessions that are considered equivalent to face-to-face class meetings. Students are expected to attend scheduled sessions. Students should plan personal travel, vacation, work schedules, and other commitments so they do not interfere with required synchronous class meetings.

Students attending hybrid and online classes via Zoom must be prepared to fully participate in class. To count as attending, a student's participation via Zoom requires:

- Video turned on with student visible and microphone enabled. Students should remain muted unless they are speaking, but may not turn off the camera.
- Full interaction with class content, including, when called upon, discussion via the microphone, chat feature, or other technology required by the syllabus.
- Students to have immediate access to textbook and any other relevant class materials.
- Students to be dressed according to the dress code as identified in the student handbook.
- Students to attend from a location with minimal distractions for other class participants, i.e. not from a restaurant, while attending another activity, etc.

Students are allowed two Zoom absences for hybrid courses without penalty. Further absences can result in an overall deduction in course grade, equal to 5% per additional absence.

Zoom Requirements for In-Person Classes

In the event that in-person classes have to move to Zoom, students attending class via Zoom must be prepared to fully participate in class. To count as attending, a student's participation via Zoom requires:

- Video turned on and microphone enabled. Students should remain muted unless they are speaking, but may not turn off the camera.
- Students must be visible on camera for the entirety of the session.
- Full interaction with class content, including, when called upon, discussion via the microphone, chat feature, or other technology required by the syllabus.
- Students to have immediate access to the textbook and any other relevant class materials.
- Students to be dressed according to the dress code as identified in the student handbook.
- Students to attend from a location with minimal distractions for other class participants, i.e., not from a restaurant, while attending another activity, while driving, etc.

Communication

Class announcements will be made using Canvas. Please check Canvas regularly and review announcements. To ensure you receive announcements, you can set Canvas to send all announcements via email. Please do not rely on this email feature as your only means of reviewing Canvas information. Program announcements will be made using Tiger Mail. Students are expected to check their email once a day.

All course and program-related emails must be sent from your Tiger Mail account or Canvas email. Please allow one business day for a response. If we have not responded to your email within two business days, please resend the original email. Be as specific as possible.

Technology

Every student is expected to have a computer/laptop upon entering the graduate program. A tablet is not an acceptable substitute because many course activities, software applications, online assessments, and clinical documentation systems require the full functionality of a computer. Students are responsible for ensuring they have access to a reliable computer throughout the program. Failure to have appropriate technology will not be considered an acceptable reason for missed assignments or inability to complete course requirements. Students have access to computers and printers in the ETBU Jarrett Library.

Students are not allowed to create or store photos, video recordings, or audio recordings on personal devices that include persons served and relevant others who are receiving services at the on-campus clinic or at external sites. Students must maintain professional boundaries for social media use. Students are expected to refrain from mentioning anything about individuals encountered during clinical experiences on social media platforms. Students are prohibited from posting photos, videos, or narratives regarding clinical experiences on blogs, social media, or websites that reference persons served. Violations of these guidelines could result in remediation or removal from the program.

Transportation

Students are responsible for securing and maintaining reliable transportation. Clinical education includes services provided at the University clinic, located approximately 5 minutes from the main campus, as well as external placements. Students are responsible for arranging alternative transportation when necessary to ensure they meet all program and clinical obligations.

Attendance

East Texas Baptist University is committed to the policy that regular and punctual attendance is essential to successful scholastic achievement. Attendance at all meetings of the course for which a student is registered is expected. Every faculty member will provide a copy of his/her syllabus, which includes the attendance guidelines as follows, to each student enrolled in the class on the first day of the class in each term.

1. Absences begin with the first meeting of a class, and students registering late incur absences from the first class meeting of the semester.
2. Students who have not attended class by the census date will be dropped from the course.
3. Students are responsible for all material covered in class meetings and are expected to meet all class requirements for the course.
4. Students who accumulate absences while representing the University as members of the athletic teams, musical organizations, or other authorized groups will be granted the right to make up work missed as a result of that activity, provided that the activity was properly scheduled and that the absence was authorized in advance. Such absences are, nonetheless, counted as classes missed.
5. Students who are absent while representing the University are expected to make arrangements with their instructors prior to the absence.
6. The opportunity to make up work missed as a result of absences other than those identified in Article 4 above may be granted only when the instructor involved grants that privilege. Such absences should be documented by the student to the fullest extent possible.
7. Students who fail to participate in at least 75% of class may be awarded a grade of F by the

instructor.

8. Students who have been awarded an F by the instructor due to absences before the last day to withdraw will be administratively withdrawn from the course.

In the case that all or part of a course normally provided in the classroom setting is required to move to a hybrid or online format, students are still expected to be available for live synchronous sessions provided through electronic or online formats at the normally scheduled class times. Attendance will be taken for all synchronous sessions.

When a student has exceeded the absence limit for a class due to circumstances beyond his or her control, the student may appeal in writing. The appeal must follow the process detailed in the “Grade Appeals Process” in this catalog.

1. Deny the appeal and hold the student to the absence policy, or;
2. Uphold the appeal and, with the consent of the instructor(s), develop a plan for allowing the student to make up work missed.

No appeals will be heard after six weeks from the date of notification that the absence limit has been exceeded. The decision by the Vice President for Academic Affairs is final.

If a resident student is not attending classes, he/she may be required to move out of the residence hall.

Tardies

Tardiness is to be avoided as it is disruptive to the instructor and fellow classmates. Students are expected to arrive 5 minutes prior to the start of class to allow time to set up their computer and be prepared. If it is necessary to be late to class, it is the student’s responsibility to notify the instructor prior to the start of class. A tardy is defined as being more than 5 minutes late to class (in person or online) or clinic. Two tardies equals an absence. Per the ETBU Attendance Policy, students must attend at least 75% of all class meetings to be eligible to earn credit in a course.

Outside Work

We recognize that employment outside of the university may be necessary for students due to financial need. Students may choose to work while enrolled in the program; however, it must not interfere with academic or clinical responsibilities. Students are encouraged to carefully consider the time commitment and flexibility of their work schedule, as excessive work hours may negatively affect academic and clinical performance. Clinical practicum schedules and placements are determined by the program and will not be adjusted to accommodate work schedules.

Academic Advisor

Students will be assigned a program advisor and a mentoring advisor. In some cases, the program advisor will also be the mentoring advisor.

The program advisor is the contact for procedures and questions related to degree plans, degree requirements, enrollment, and program policies and procedures. The mentoring advisor is the contact for mentorship and academic support, academic challenges, and support resources.

The advising process is a joint venture between the student and the advisor. The student should work

with their advisor and keep the advisor informed as to their progress within their plan of study, including clinical activities. Open and ongoing communication between the advisor and the student is necessary to make advising a meaningful and productive process. There are multiple ways a student and advisor can communicate, either in person, by email, phone or through videoconferencing. Both parties must be available to each other and be prepared for interactions to ensure an effective advising relationship.

Mentoring

The MS SLP program values the development of multiple mentoring relationships to support a student's successful progress through the program and professional development. Graduate mentors include the student's academic advisor, other university faculty and staff, and external professionals and individuals. A positive mentoring relationship depends on mutual respect and openness between the mentor and mentee. Faculty and students are encouraged to develop effective mentoring relationships.

The program will offer opportunities for first-year SLP graduate students to be paired with a second-year SLP graduate student during their first semester in the program. The mentee and mentor are encouraged to meet regularly face-to-face, via video chat, or by phone (meeting or touching base every other week during the fall semester is recommended) to help the student become oriented to the culture and expectations at ETBU as well as the MS SLP Program and to alert students to campus resources that will assist with their transition to ETBU.

Student Complaint Policy

It is the policy of East Texas Baptist University to provide a student complaint process which includes maintaining a record of the formal written complaints received. ETBU encourages the resolution of student complaints through timely communication as close as possible to the point of origin. Students having a complaint should direct their questions or concerns to the department involved by first contacting the Program Director via email or in person for resolution.

It is the goal of East Texas Baptist University to adequately address all student complaints in an acceptable manner that avoids a formal grievance process. Should this goal not be met, the following procedures will apply.

Students wishing to file a formal written complaint at East Texas Baptist University should complete and submit the online Formal Student Complaint Form on the ETBU Student Engagement web page (<https://www.etbu.edu/life-hill/student-engagement/student-complaints>). The form should be completed in its entirety including a description of the complaint, the date(s) on which the problem became evident, and a description of the desired outcome. The Office of Student Engagement will log the information and within two working days will forward a copy of the complaint form to the appropriate vice-president for action.

The vice-president will send a written acknowledgment of the receipt of the complaint to the student via University-provided email within three working days of receipt. The vice-president may ask the president to assign a special committee or a standing University committee to rule on the complaint. The vice-president or committee will present a ruling on the complaint within 30 calendar days of receipt of the complaint by the vice-president. The vice-president will inform, in writing (may be via

email), the student making the complaint, the appropriate area supervisor, and the Office of Student Engagement of the decision.

Course Evaluations

Students will complete online course evaluations through Canvas at the end of each semester to provide feedback about the specific courses and instructors. Students are asked to suggest changes in the course that could improve its value. Students will also evaluate their clinical supervisors using CALIPSO in addition to the online form described above.

ENTRANCE REQUIREMENTS

Academic Prerequisites

A baccalaureate degree is a prerequisite to enter the M.S. program in Speech-Language Pathology. It is expected that students will have obtained a broad general education to serve as a background prior to their graduate study. Specifically, ASHA certification requires that applicants must demonstrate knowledge through transcript credit in each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and statistics. For a list of accepted courses, visit <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>

Because the definition of different fields may vary across institutions, courses that meet biological sciences, physical sciences, social/behavioral sciences, and statistics requirements at the undergraduate university will be considered as acceptable for this requirement. In the event that a student needs to complete any of these requirements post-bachelors, courses clearly meeting ASHA's stated definitions should be taken to satisfy this requirement.

Students who (1) enter the graduate program with a Bachelor's degree from an accredited university in Speech-Language Pathology or Communicative Disorders or (2) have an out-of-field undergraduate degree and complete all undergraduate major requirements from an accredited university in Speech-Language Pathology or Communicative Disorders automatically meet the prerequisites needed for admission to the graduate program. However, students who have not taken a course in biological, physical, and social/behavioral sciences, and statistics must take these courses prior to graduation. Students are strongly encouraged to take them during their first year of graduate study. Prerequisite classes that need to be taken during the graduate program are taken in addition to requirements for the MS SLP Program.

Students who have a Bachelor's degree in a different field and who have not completed all major requirements at an accredited program are required to complete the following leveling courses or equivalents:

1. SPLP 1301 Introduction to Communication Disorders (3 hours)
2. SPLP 1302 Introduction to Audiology (3 hours)
3. SPLP 2302 Anatomy and Physiology of Speech and Hearing (3 hours)
4. SPLP 2303 Speech and Language Acquisition (3 hours)
5. SPLP 3302 Phonetics (3 hours)
6. SPLP 3303 Aural Rehabilitation (3 hours)
7. SPLP 4303 Clinical Methods and Observations in Speech-Language Pathology (3 hours)

8. SPLP 4304 Neural Basis of Communication (3 hours)

Students who have taken some or all of these courses at a university other than ETBU should meet with an academic advisor to determine which courses could transfer and which requirements remain.

Clinical Prerequisites

The program requires completion of 25 hours of guided clinical observations in SLP prior to starting clinical practicum. Only guided observation hours with a clinical instructor who meets the ASHA standard (CCC-SLP, 2 hours of continuing education in supervision/clinical instruction post certificate) will be accepted. Students must provide documentation of hours completed, including the following information on a form from a regionally accredited institution: month, day, year, the signature, and the ASHA number of the certified SLP observed. All records of previous clinical contact hours, with supervisors' signature(s), will be maintained for each student. These records should be uploaded and entered into CALIPSO by the first week of classes.

Up to 50 undergraduate practicum hours can be applied toward the minimum requirements for graduation and the Certificate of Clinical Competence. Students must provide documentation of hours completed on a form from a regionally accredited institution, including the following information: facility in which the therapy hours were obtained, type of disorder, type of session, age group of client, signature and ASHA number of supervising SLP.

Criminal Background Checks

Background checks are mandatory for full admission into the MS SLP program. A questionable history from the results of this check would limit/prevent placement in clinical and/or external practicum sites that are available to students within the program; therefore, students must have a current, satisfactory criminal background check.

University Student Health Requirements

All MS SLP students must comply with the health requirements (e.g., immunizations, physicals, etc.) of the University prior to beginning clinical practicum and coursework. Students must also comply with the health requirements of external clinical sites prior to beginning those clinical experiences.

Professional Liability Insurance

Students are required to obtain professional liability insurance while enrolled in the program. The insurance policy must have minimum limits of \$1M occurrence limit of liability and \$3M aggregate limit of liability. An ASHA corporate sponsor that provides professional liability insurance for graduate students and professionals is Proliability, administered by AMBA Administrators, Inc.

PROGRAM REQUIREMENTS

Knowledge and Skills

The program requires 54 credits of academic and clinical experiences in order to acquire knowledge and skills in sufficient breadth and depth in nine content areas (articulation, fluency, voice and

resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication), representing the full scope of practice in Speech-Language Pathology and additional foundations of clinical practice (statistics, biological, physical, and social/behavioral sciences, ethics, research, professional issues, and family centered care). Each course includes formative assignments and evaluations related to these areas. See Appendix A for the academic and clinical course sequence.

In order to meet requirements for ASHA's Certificate of Clinical Competence (CCC) and document the knowledge and skills assessment (KASA), student records are maintained on each graduate student. The KASA guidelines decree the knowledge and skills that the SLP program expected students to master by the time of graduation. The program will monitor and document each student's adequate progress in relation to the KASA guidelines.

2020 Certification Standards: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

2027 Certification Standards: <https://www.asha.org/Certification/2027-SLP-Certification-Standards/>

Code of Ethics

Students are expected to understand and adhere to the ASHA Code of Ethics during their academic and professional careers.

Code of Ethics: https://www.asha.org/policy/code-of-ethics/?srsId=AfmBOop7ixtxvbJMZu8kOeJILZesxP2ZQnsnKaUwhGs6Aj3TZGX_4B-B

Modification of Program Requirements

Any requests for modification of *academic course requirements* and/or *clinical requirements* must be submitted by the student, in writing, to the Program Director (program advisor). Petitions for any program modification or alternative credit considerations must be submitted in a timely manner to ensure that students will meet the program requirements. Students must include a description of the modification(s) requested and the reason for the request, including any extenuating circumstances that have prompted the request. The Program Director and pertinent faculty will review the request. Decisions will be made on a case-by-case basis, in a timely manner, and in the best interest of the student's successful completion of the program.

CLINICAL EXPERIENCES

Clinical Practicum

A minimum of three continuous terms of enrollment and 9 hours of credit (approximately 75-100 clock hours) should be completed prior to enrolling in SPLP 5354 (Clinical Practicum IV).

The MS SLP program maintains a record of student contact hours on CALIPSO, a web-based application that manages academic and clinical education. Documentation of all previous (non-ETBU) practicum and observation hours with supervisor signature must be on file. All hours required by ASHA must be completed before graduation.

If a student receives a grade of C or lower in any clinic enrollment, a clinic remediation plan must be created to address any concerns related to the student's clinical knowledge and skills. Students must receive at grade of B or above in their third practicum in order to commence their external practicum experiences. The Program Director, student's academic advisor, and clinical instructor(s) will work with the student to create an action plan describing the steps required for the student to become eligible for external practicum.

Students are evaluated during Practicum I, Practicum II, and Practicum III by their clinical supervisor when working at the William B. Dean Center for Language and Literacy Development. When working at non-ETBU locations during Practicum IV and Clinical Externship, student evaluations will be completed by the site supervisor. All supervisors will use CALIPSO to complete student evaluations at midterm and at the end of the semester.

At least 25% of the student clinician's total contact with each individual receiving services must be directly supervised. The amount of supervision will be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

See the Clinic Handbook for more details regarding clinical practicum.

External Practicum and Clinical Externship

All students are required to complete two external practicum experiences during the second year of their graduate program. Both experiences will be at community locations outside of the university under the supervision of a certified and licensed speech-language pathologist employed at the designated setting. Clinical sites may include hospitals, medical centers/clinics, rehabilitation centers, skilled nursing facilities, public and private schools, charter schools, home health, and private practices. Students are placed at sites that have been vetted by the Clinical Director to ensure a high-quality clinical experience.

At least 25% of the student clinician's total contact with each individual receiving services must be directly supervised. The amount of supervision will be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

See the Clinic Handbook for more details regarding external placements.

Clinical Expectations

Students are expected to conduct themselves in a professional manner. This includes but is not limited to following the clinical site's dress code, setting and maintaining a consistent schedule, being on time, providing adequate notice if unable to be on site as scheduled, maintaining a professional demeanor, treating clients and peers as individuals deserving of respect, completing all site required case notes and other paperwork, and following all relevant ethical codes, including that of ASHA. Students who are asked to leave a site for unprofessional or unethical behavior may be dropped from the course and/or receive a failing grade. In addition, such an occurrence may trigger other departmental proceedings.

See the Clinic Handbook for more details regarding clinical expectations.

Program Completion

Graduation Requirements

Students will be cleared to graduate only after they have completed all degree requirements, including the following:

- Complete a total of 54 graduate credit hours, maintaining at least a 3.0 grade point average.
- Complete a minimum of 400 clock hours of supervised clinical experiences in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be completed meeting Standard V-C requirements, including a minimum of 250 graduate-level, on-site, in-person, direct contact hours. <https://www.asha.org/certification/2027-slp-certification-standards/>
- Pass the final Comprehensive Examination (summative assessment).

Summative Assessment

The final comprehensive examination (Comps) will occur during the next-to-last semester of enrollment (end of Fall Year Two) prior to the clinical externship. Comps consists of two parts:

- A written examination involving the development of a comprehensive assessment plan and treatment plan for two of four clinical cases presented
- 132-question PRAXIS® -style examination

Comps test knowledge and application across the nine areas of practice: articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication, as well as content related to foundations and professional practice, screening, assessment, evaluation and diagnosis, and planning, implementation and evaluation of treatment.

Students must pass both portions of the comprehensive exam prior to graduation. If a student does not pass a section of Comps, then remediation is required. Students will register for an additional course in Spring Year Two. This course will be a hybrid course with synchronous and online components. An action plan will be agreed upon by the instructor and the Program Director, covering the areas not passed during comps, and will serve as the basis of the course. Students will return to campus during Spring Year Two for a second attempt at Comps, which will cover the areas they did not pass on the first attempt.

If a student is unable to pass Comps after the second attempt, the program will consider the student as making unsatisfactory progress and unable to continue in the program. At that time, the student can either voluntarily withdraw from the program or the program can elect dismissal.

LICENSURE & CERTIFICATION

PRAXIS® Test of Speech-Language Pathology

Passing the PRAXIS® Test of Speech-Language Pathology (Test #5331) is required for ASHA Certification. It is recommended that students take the PRAXIS® exam in the final semester of their program. When taking the PRAXIS®, students should mark Score Recipient Information for East Texas

Baptist University, including ETBU's Attending Institution Code (0325). Students should also send their scores to the State Board of Licensure, ASHA credentialing, and the Department of Education, according to individual state requirements.

PSI (a wholly owned subsidiary of ETS) will take over offering the Speech-Language Pathology PRAXIS® exam in January 2027. Registration and scheduling through PSI will open on Tuesday, November 3, 2026. Candidates may take their exam at PSI centers or through their online testing platform beginning January 11, 2027. Exam content, structure, and passing scores will remain the same. In addition, the ETS Data Manager will continue to support the verification of results.

A Study Companion, Study Plan, and Interactive Practice Test are available on the PRAXIS® website: <https://www.ets.org/PRAXIS®/acslpa/test-takers/resources/prep-materials.html?examId=5331>. ETBU students also have access to TrueLearn, a test preparation program designed by SLPs for SLP students. It includes 1,200+ practice questions, categories that are mapped to the SLP PRAXIS® content outline, and performance analytics.

Testing accommodations are available for test takers who meet the Americans with Disabilities Act Amendments Act (ADAAA) disability requirements. To learn more about the process, visit <https://www.ets.org/PRAXIS®/site/test-takers/register/disability-accommodations.html>.

Texas State Licensure – Speech-Language Pathology

Individuals may not practice our profession at any level without licensure.

1. Licensing Board

Texas licensure is obtained via the Texas Department of Licensing and Regulation (TDLR). To apply for a new speech-language pathology license, students submit an online application along with the application fee and required documents. Students seeking licensure outside of Texas must contact the relevant state licensing board to obtain specific requirements and application procedures.

2. Licensure Standards

a. Intern in Speech-Language Pathology License

In order to complete the required 36-week internship in Texas, an Intern in Speech-Language Pathology license is required. An intern may pursue the American Speech-Language-Hearing Association Clinical Fellowship (ASHA CF) simultaneously however, approval from ASHA to begin the CF is not a license to practice in Texas.

b. Intern Upgrade to Speech-Language Pathologist License

The Intern Upgrade to Speech-Language Pathologist license path requires that an applicant has first successfully obtained an intern in speech-language pathology license, and requires successful completion of a 1,260-hour internship program (Clinical Fellowship) prior to applying. To apply for an intern upgrade to speech-language pathologist license, applicants submit an online application along with the application fee and required documents.

Applicants have one year from the date the application was submitted to complete all licensing requirements.

c. For full Texas licensure, individuals must:

- possess at least a master's degree in Speech-Language Pathology.
- have completed a Clinical Practicum of at least 400 hours (including 25 clock hours of supervised observation), of which at least 325 were completed at the graduate level.
- have successfully completed 36 weeks of full-time or equivalent part-time supervised postgraduate professional experience (Clinical Fellowship: <https://www.asha.org/certification/clinical-fellowship/>).
- receive a passing score on the PRAXIS® Test of Speech-Language Pathology
- receive a passing score on the Texas Jurisprudence Examination.

3. Educational Certification

Speech-language pathologists in the public schools are contract employees and do not fall under specific teacher requirements of the State Department of Education. Teacher certification is ***not required*** to work in the Texas public school system. If a student plans to work in a school system in another state, it is strongly advised that the student find out what that state's teacher certification requirements are. Requirements vary from state to state; therefore, students are encouraged to contact the state in which they plan to seek employment.

ASHA Certification

Students graduating from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) or from a program with CAA-candidacy status may submit their online application any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation that the requirements in Standards I–V have been met. A completed application includes dues and fees payment (<https://www.asha.org/certification/slpcertification/>).

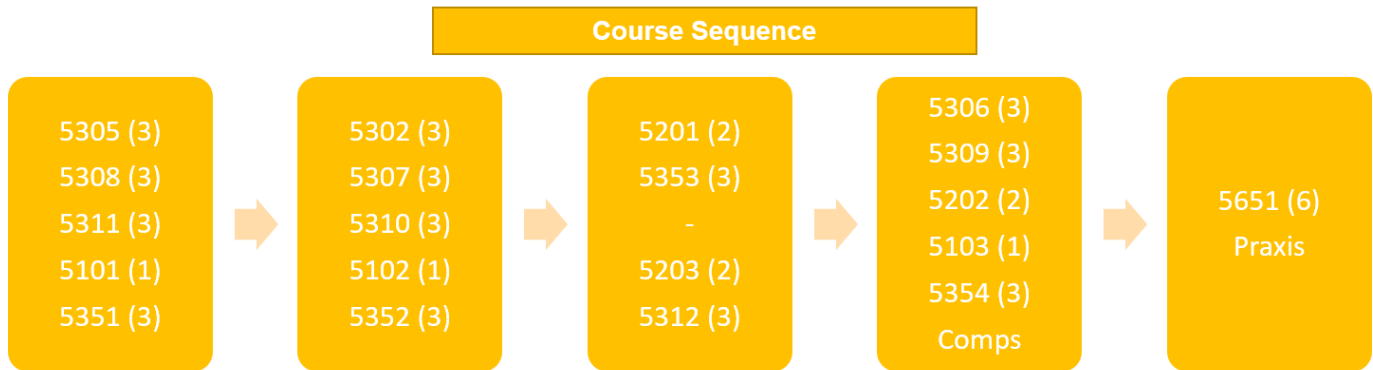
All academic coursework and clinical practicum must be completed before beginning the Clinical Fellowship (CF) experience. If any coursework or practicum is incomplete, which includes all prerequisite (i.e., basic biology, chemistry or physics, etc.) and core coursework, the hours completed toward the CF experience will not count toward the minimum 1,260 hours.

Required documents include:

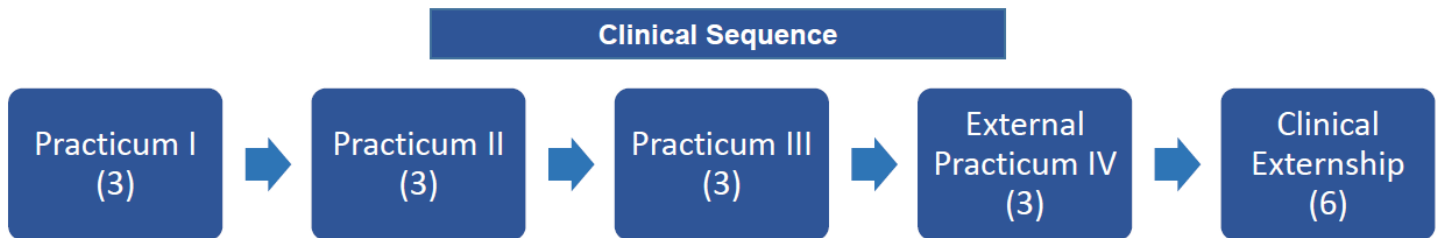
- Passing PRAXIS® exam scores (sent directly to ASHA from PSI).
- Official graduate transcript which verifies the date and degree awarded (may arrive directly from institution).
- Speech-Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form report through the online application portal.

APPENDIX A

2025-2026 COURSE AND CLINICAL SEQUENCE FLOWCHART

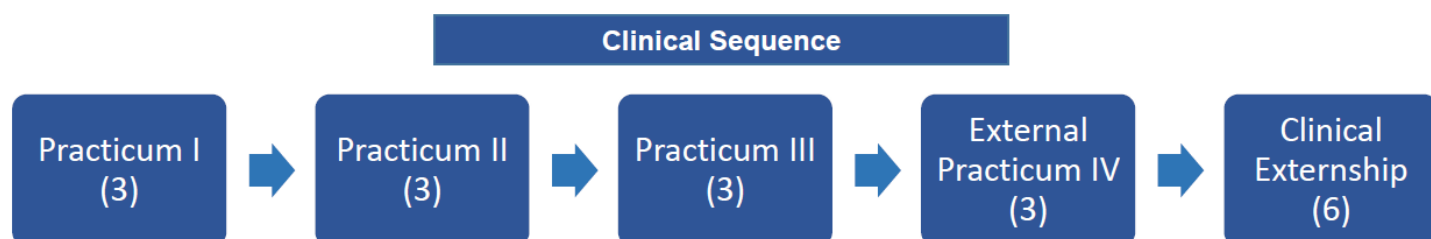
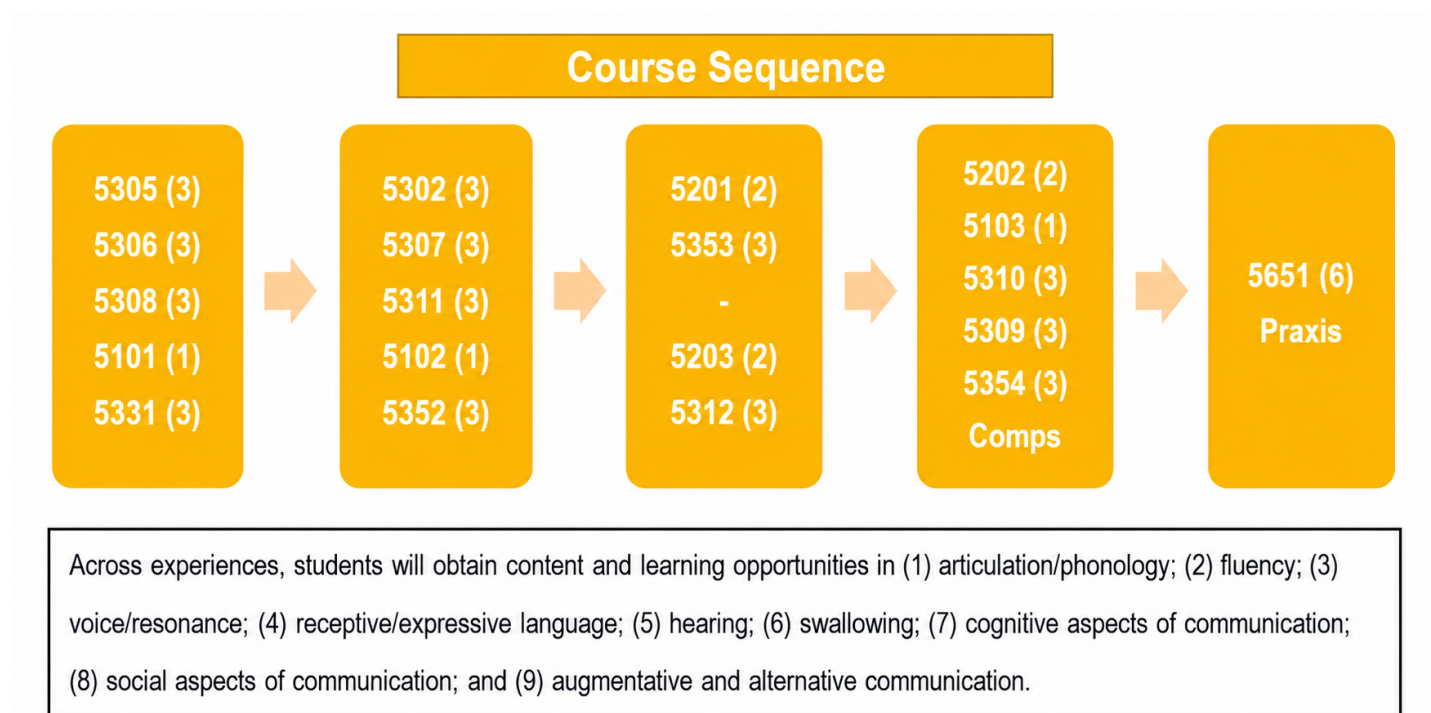


Across experiences, students will obtain content and learning opportunities in (1) articulation/phonology; (2) fluency; (3) voice/resonance; (4) receptive/expressive language; (5) hearing; (6) swallowing; (7) cognitive aspects of communication; (8) social aspects of communication; and (9) augmentative and alternative communication.



Students need to complete a minimum of 400 supervised clinical practice hours (375 direct + 25 observation; 325 direct must be attained at graduate level). A minimum of 150 clock hours is recommended prior to external practicum experiences. Up to 125 hours of graduate student supervised clinical practicum may be completed via telepractice. Up to 75 direct contact hours may be obtained through clinical simulations. By the end of the program, students will gain experience with individuals across the life span and from culturally/linguistically diverse backgrounds, as well as experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

2026-2027 COURSE AND CLINICAL SEQUENCE FLOWCHART



Students need to complete a minimum of 400 supervised clinical practice hours (25 observation + 375 supervised; a minimum of 250 hours of graduate-level, on-site, in-person, direct contact). Up to 50 hours can be earned in non-clinical care activities; up to 50 hours can be earned at the undergraduate level; up to 75 hours can be earned through clinical simulation; and up to 125 hours may be obtained through telepractice. By the end of the program, students will gain experience in assessment and intervention with individuals across the lifespan and from various cultural/linguistic backgrounds, as well as with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

APPENDIX B

ACTION PLAN

STUDENT: _____

INSTRUCTOR(s): _____

SEMESTER: _____

CHECK ONE: ☐ Academic Remediation Plan

☐ Clinical Remediation Plan

☐ Professional Skills

Student Strengths:

Needs/Areas Needing Improvement:

Detailed Action Plan to Address Student Needs:

I have read and understand this plan. Implementation dates: _____

Student Signature

Instructor Signature

REVIEW DATE: _____

Summary of Progress:

Final Outcome:

Student Signature

Instructor Signature

APPENDIX C

SUPPORTS AVAILABLE TO ALL ETBU STUDENTS

These supports and services can/should be utilized by all students throughout the year to promote academic success + mental health + personal well-being, as well as to avoid academic difficulties.

Students should initiate these services and supports independently and responsibly.

Academic & Study Skills Support:

- *Professor/Instructor Office Hours*
 - A minimum of 10 hours weekly is required for all full-time faculty members. Part-time faculty members are expected to have a proportionate number of hours weekly.
- *Accommodations & Disability Office*
 - Disability Services: <https://www.etbu.edu/about-etbu/campus-offices/academic-success/disability-accommodation-information>
- *Assignment Support*
 - Academic Center for Excellence and Writing Lab
 - Graduate students can receive help with: brainstorming, paper organization, grammatical errors, revision, style.
 - <https://www.etbu.edu/about-etbu/campus-offices/academic-success/academic-center-excellence-ace>
 - ETBU Jarrett Learning Center
 - Research guides, citation assistance, and consultations with librarian (e.g., for evaluating internet resources, finding articles, etc.).
 - <https://www.etbu.edu/academics/academic-resources/library>
- *Study Skills Support*
 - Office of Academic Success
 - Variety of student supports, such as but not limited to:
 - Time management
 - Exam planning and test taking strategies
 - Learning styles counseling
 - Active learning strategies
 - Note taking/efficiency skills
 - Test anxiety support
 - <https://www.etbu.edu/about-etbu/campus-offices/academic-success>
 - Study rooms or spaces are available in some residence halls, the Jarrett Learning Center, and the Ornelas Student Center.
- *Peer to Peer Support*
 - Study Groups (Peer Established)
 - Accountability Group/Partners (Peer Established)
 - Create a space for working parallel to each other – there are multiple places on campus where students may work parallel to each other.
 - Normalize reaching out to peers/being an accountability partner.
 - Peer Mentoring
 - Faculty establish a peer mentoring program pairing first- and second-year students in the Speech-Language Pathology program.

Basic Needs Support:

- *Sisk Health Services Clinic*
 - Free or discounted services to students.
 - <https://www.etbu.edu/life-hill/health-and-safety/sisk-health-services-clinic>
- *Counseling Care Center*
 - No-cost counseling services to ETBU students, faculty, and staff during the fall and spring semesters.
 - <https://www.etbu.edu/about-etbu/campus-offices/counseling-care-center>
- *Dean HealthPlex*
 - Free, on-campus exercise and wellness facility
- *Transportation Support*
 - Harrison County GoBus: <https://www.gobustransit.com/harrison-county>
- *Student Social/Community Opportunities*
 - Student Activities Office: <https://www.etbu.edu/life-hill/student-engagement/student-activities-office>
- *Dining Services*
 - Dining Hall: <https://etbu.sodexomyway.com/en-us/locations/etbu-dining-hall>
 - Retail Dining: <https://etbu.sodexomyway.com/en-us/categories/retail-dining>

Other Supports:

- *Title IX Office*
 - Title IX and SIM Policy: <https://www.etbu.edu/about-etbu/title-ixsexual-and-interpersonal-misconduct-sim-policy>
 - Make a report: <https://www.etbu.edu/about-etbu/title-ixsexual-and-interpersonal-misconduct-sim-policy>
- *ETBU Security*
 - ETBU security is provided 24 hours a day, 365 days a year. <https://www.etbu.edu/life-hill/health-and-safety/campus-security>
 - ETBU Security Phone: 903-923-2323
 - In case of an emergency, call 911
- *Office of Spiritual Life*
 - <https://www.etbu.edu/about-etbu/campus-offices/spiritual-life>
- *Campus Map*
 - <https://www.etbu.edu/campus-map>

East Texas Baptist University
Speech-Language Pathology Graduate Program

I have participated in the Fall Orientation and have read and reviewed the ETBU 2026-2027 SLP Graduate Handbook. I understand all policies and expectations in the handbook.

I understand that failure to abide by the policies and procedures of the handbook and/or failure to meet academic and clinical expectations could result in one or more of the following:

- Remediation
- Dismissal from the program

Print Name: _____

Signature: _____

Date: _____