

**GUIDELINES AND POLICIES FOR
MASTER'S PROGRAM IN
SPEECH-LANGUAGE PATHOLOGY**

**Department of Audiology and Speech-Language Pathology
College of Health and Public Service
University of North Texas**

Fall 2025

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The Department

The Department of Audiology and Speech-Language Pathology (ASLP) at the University of North Texas (UNT) provides an academic and clinical professional education for students whose career goal is to serve children and adults with disorders of communication and related difficulties.

Our main mission is to prepare students to be professionally competent clinicians working in educational and medical settings. The department provides course instruction and clinical practicum experience that will enable students to satisfy the educational and clinical requirements for national professional certification and state licensure in speech-language pathology or audiology.

A second and equally important mission of the department is to be recognized for leadership, innovation, and scholarly excellence in communication sciences and disorders. Faculty and students engage in discussions of cutting-edge knowledge, in research activities, and in relevant clinical experiences, founded in processes of critical thinking, problem-solving, and creativity.

The clinical degree programs in speech-language pathology and audiology have been continuously accredited by the American Speech-Language-Hearing Association (ASHA) since 1976. In response to constantly changing professional standards and clinical practices, and the dynamic and ever-evolving evidence base of the field at large, the master's program curriculum is reviewed and restructured regularly.

The department and programs comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination based on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. The department and individual programs adhere to UNT's policies and procedures, including non-harassment policies, internal complaint procedures, and all applicable nondiscrimination statutes.

ADVISING

Faculty advising of graduate students is an ongoing process in the Department of Audiology and Speech-Language Pathology. The process begins when a student is admitted into the graduate program. Students will be contacted or advised continually via e-mails and meetings regarding their academic progress.

Students whose bachelor's degree is not related to communication science and disorders (out-of-field students) must take current leveling coursework prior to application to the master's program in speech-language pathology. Upon admission to the program, out-of-field students'

transcripts will be reviewed to verify if they have completed the required coursework. If it is determined that the student has not completed all the coursework, they will be required to take the remaining course(s) during the graduate program, typically in the summer.

COURSE REQUIREMENTS AND COURSE LOAD (DEGREE PLAN)

The master's degree plan options in speech-language pathology each consist of 39 credits hours of coursework. Students may elect to follow either a non-thesis degree plan or a thesis degree plan. Both require a total of 39 semester hours, and both meet the course requirements for eventual clinical certification and licensure.

For the non-thesis degree plan option:

- Many students elect to follow a degree plan option that includes one elective course (3 credit hours). This is the degree plan modeled in Appendix A.
- A student may elect to substitute a mentored independent study (3 credit hours) for an elective course (3 credit hours) with an endorsement from a mentoring faculty member.

For the thesis degree plan option:

- Students on the thesis track will substitute 6 semester hours of thesis credit for 6 semester hours of academic coursework with an endorsement from a mentoring faculty member.

Selection of courses for substitution, for either thesis credit or independent study credit, requires endorsement from the mentoring faculty member and prior approval from the Program Director and the department.

According to university policy, graduate students in good standing may register for up to sixteen (16) credit hours in a regular semester, and up to seven (7) credit hours in each summer session. The Graduate School considers nine (9) semester hours to be a full-time load.

In regular semesters (Fall/Spring), a typical course load in the master's program is 12 to 15 credit hours – the equivalent of 3 to 4 academic courses plus clinical practicum (3 credit hours). In the summer term, students are typically enrolled in clinical practicum (3 credit hours) and 2 to 3 academic courses. In the final semester, students will complete a clinical externship (5 credit hours) at an off-campus practicum site without additional concurrent coursework.

In terms of weekly time commitments, being a graduate student in this program is equivalent to a full-time job. Students normally take courses and continue clinical practicum throughout their graduate studies. Rarely are students able to simultaneously carry a full course load, maintain good grades, and be employed full-time. Students with extra-departmental

employment are strongly urged to reduce their working hours or course load. Typically, course load reduction is permitted by the department only under extreme circumstances. When a reduced course load is deemed necessary, the student must maintain at least 2 courses with clinical practicum (i.e., a minimum of 9 semester hours) each semester. The Program Director must be consulted should any student wish to consider such an option. Students should be aware that any reduction of course load will require extra terms to complete their graduate studies.

ENROLLMENT IN CLINICAL PRACTICUM

Students seeking a master's degree in speech-language pathology who intend to pursue clinical certification and licensure should enroll in ASLP 5060/5065 to earn the minimum of 25 observation hours and 375 clock hours of supervised practicum required for state licensure and ASHA's Certificate of Clinical Competence. In addition to the coursework, students are required to register for clinical practicum (3 credit hours) each term, with an intensive off-campus externship (5 credit hours) in the last term (See Appendices A and B).

LENGTH OF GRADUATE STUDY

Master's students in this department typically graduate in five (5) terms: Fall, Spring, and Summer terms of the first academic year; and Fall and Spring terms of the second academic year (See Appendix B for the projected course sequence). On rare occasions, students who show slow progress in clinical practicum or who take reduced course load may require extra terms to complete their graduate studies.

According to university policy, all coursework required for a master's degree must be completed within a six-year period. Any individual courses exceeding these time limits will lose all credits for degree purposes. Graduate transfer credits, if any, are included in this six-year time limit. Time limits are strictly enforced by the Toulouse Graduate School.

GRADUATE CREDIT TRANSFERS

A student may make application to the Program Director to transfer graduate course credit(s) earned at another institution, provided that the content of the non-UNT graduate course submitted for transfer is equivalent to the course content of the analogous graduate course at UNT. A maximum of six (6) graduate credit hours completed within the last five (5) years with a grade of "B" or better from another institution may be applied toward the UNT master's degree plan of the candidate. Acceptance of graduate credit transfer is subject to the approval of the Graduate Dean and the department. The policy of the Department of Audiology and Speech-Language Pathology is to accept graduate credit transfer only after the applicant has successfully completed one term of graduate study in the program in good academic standing.

DEGREE PLAN

An individual degree plan will be created for each master's candidate at the beginning of graduate study. The Program Director should be consulted when any amendment to the degree plan is necessary. The Program Director will ascertain that the proposed course change(s) meet certification, licensing, and degree requirements. A master's candidate who fails to complete all coursework according to the degree plan will not be eligible for graduation. A master's candidate not eligible for graduation will not be qualified for state licensure or for ASHA certification.

RESEARCH ACTIVITIES

The Department of Audiology and Speech-Language Pathology houses research laboratory space and associated instrumentation to conduct a wide range of research studies. Special opportunities are available to work with faculty on various research projects. Students interested in gaining research experience are encouraged to inquire directly with faculty about opportunities for mentored independent research or volunteer work in the faculty members' research labs. Any student wanting to pursue mentored research activities as part of their degree plan should identify a faculty mentor with shared interests and discuss the option of conducting either a thesis project or an independent study under the mentorship of the faculty member. The Program Director should be consulted in determining if an amendment to the student's degree plan is warranted.

MASTER'S THESIS

Students wishing to develop their research skills are encouraged to write a master's thesis. Students considering a doctoral degree or wishing to obtain experience in basic or applied clinical research associated with clinical career development are highly encouraged to complete a master's thesis project.

It is the department's policy that the election of a thesis is a voluntary option. Both the student and their faculty mentor (i.e., major professor) should mutually agree on pursuing this endeavor. A student who chooses the thesis option will substitute 6 semester hours of thesis credit for 6 hours of coursework on their degree plan. The student and the major professor must consult with the Program Director to ensure that all requirements on the degree plan, and all the requirements for state licensure and ASHA certification, are met.

A master's thesis consists of a written report and oral defense of a scientific investigation. With supportive guidance from the major professor, the candidate initiates, executes, reports, and defends the thesis before a thesis committee. Customarily, a comprehensive review of the literature is conducted during the student's first semester of graduate study. Following this

review, a statement of the problem, specific questions, and/or associated hypotheses are formulated. The project's methodology for data collection and analysis is then defined. At this point, the student will prepare a thesis proposal, and members of the thesis committee will be finalized under the major professor's guidance. The committee reviews the thesis proposal. After the thesis committee approves the thesis proposal, the student conducts data collection and analysis and writes the final chapters of the thesis. An oral defense of the thesis research is conducted. The thesis is considered finished when the student passes an oral defense under approval of the thesis committee, and when the written thesis is awarded final approval by the thesis committee and the Toulouse Graduate School.

DEPARTMENTAL COMPREHENSIVE EXAMINATION

Students who opt for a non-thesis degree plan option will be required to take and pass a departmental comprehensive examination in the major area of study to earn their master's degree. Students who successfully complete a master's thesis are not required to take a comprehensive examination in the major area of study to earn their master's degree. Students who take the comprehensive exam must have completed all coursework before taking the test.

The departmental comprehensive examination is a three-hour test, comprised of 150 multiple-choice questions. The contents of the test cover academic coursework, clinical knowledge, and critical thinking skills that students have acquired and developed during graduate study. The departmental criterion for passing the examination is a score of at least 70 percent. Students who fail this examination will be provided up to two opportunities to retake the exam at the time of the next offering. The student is allowed three attempts within a twelve-month period to pass the exam.

If a student fails the examination three times within a twelve-month period, it is within the SLP faculty's discretion whether the student will be removed from the program (see below on "Removal from the Program"). Students may be allowed to demonstrate their knowledge on the subject matter in a different form of the examination, such as writing a paper or oral examination on the subject area(s) they failed three times. This type of remediation is only allowed after rare occasions when a student fails the examination three times within a twelve-month period. Students must provide documentation to justify the need for this type of remediation.

SATISFACTORY PROGRESS AND REMEDIATION

Students' progress in the program is reviewed by the department each term. Any student who has earned a 'C' or lower grade in a course, or who has not passed the clinical practicum (i.e., a "NP" grade), will meet with the faculty member(s) involved and the Program Director. The faculty and the Program Director will determine a remediation plan required for the student to demonstrate competency in the content area associated with unsatisfactory coursework or clinical practicum (see Appendix F). The student will document completion of the required

activities as evidence of their competency in the relevant content area for clinical certification and licensure.

REMOVAL FROM THE PROGRAM

A student who demonstrates unsatisfactory progress in the graduate program of study will be notified by the Program Director and the Department Chair in writing. The student may face removal from the master's program in Speech-Language Pathology if their failure to make satisfactory progress is documented. A student's unsatisfactory progress may warrant removal from the program under any one of the following conditions:

- (1) a grade of "C" or below in two or more academic courses. This includes any course repeated for a higher grade. NOTE: Each course receiving an unsatisfactory grade may be repeated only once, and only two courses on the degree plan receiving unsatisfactory grades may be repeated;
- (2) a grade of "NP" in two or more enrollments of clinical practicum, ASLP 5060/5065;
- (3) a grade of "C" in an academic course and a grade of "NP" in clinical practicum, ASLP 5060/5065;
- (4) unsatisfactory completion of a thesis; or
- (5) Failure to pass the Comprehensive Examination after three attempts within a twelve-month period.

Any student who is removed from the graduate program will not be permitted to enroll in additional graduate courses within the department toward the fulfillment of a degree requirement.

WITHDRAWAL FROM THE PROGRAM

If a student needs to withdraw from the program completely, they should discuss the situation with the Program Director. To withdraw from all courses, students will need to contact the Dean of Students Office, located in University Union, or at deanofstudents@unt.edu. Students may make an appointment with the Dean of Students Office to meet in person, or the withdrawal can be processed via email. The staff in the withdrawal office will discuss the withdrawal implications with the student and present the student with the proper withdrawal paperwork. The student must return the necessary paperwork to the Dean of Students Office to formalize the withdrawal.

Students who withdraw from the university after the census date are eligible to re-enroll for up to one year because they are still considered an active student. Students who do not re-enroll

within one year will no longer be considered an active student at UNT. Students who need to re-enroll will need to discuss their revised degree plan with the Program Director.

APPLYING FOR A GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS

Students are encouraged to pursue intramural and extramural scholarships and grant opportunities in support of their graduate training. Departmental graduate assistantships (research, teaching, or administrative) and scholarships funded through the university are typically available and awarded on a term-by-term basis. Students who are interested should apply for these sources of support each term. All positions are awarded competitively; applicants with the best credentials and good academic standing will be considered for the scholarship and assistantship opportunities.

STUDENT RIGHTS AND RESPONSIBILITIES

To protect academic integrity and student rights, students should familiarize themselves with the code of conduct set forth by the university. The entire UNT Code of Student Conduct and Discipline can be found in the *UNT Policy Manual* (<https://policy.unt.edu/policy/07-012>) and on <https://studentaffairs.unt.edu/dean-of-students/conduct>. The department follows the UNT regulations (<https://vpaa.unt.edu/ss/integrity/>) for reporting suspected violations to the university and imposing disciplinary action against any student who violates any provision of those codes of conduct. Students who violate the code of conduct may face permanent expulsion from the class or the university.

The use of Artificial Intelligence (e.g., ChatGPT) is strictly prohibited for any graded materials. Our general guideline for the use of AI is that graded materials and clinic reports need to be your own work. You can use the AI for preparation and background research, but the reports and assignments should be in your own words. Please check with your instructors and supervisors for specific requirements for each class and clinic case.

All students are expected to exhibit consistent professional conduct in the classroom, clinic, and ASLP building. Disruptive behaviors and unprofessional conduct include, but are not limited to: tardiness, leaving early, offensive remarks, disengagement, lack of effort, bullying, yelling, or excessive talking. Points may be deducted from their grades if students exhibit unprofessional conduct in academic or clinic courses. Students also may be dismissed from the program for repeated unprofessional conduct in the classroom, clinic, or ASLP building.

Our academic classes are offered in-person only, and attendance is required for all graduate-level courses. Students must attend 90% of the possible meetings for each class. In other words, only one unexcused absence is allowed for courses that meet once a week, and two absences are allowed for courses that meet twice a week (e.g., Tuesdays/Thursdays).

In case of emergencies, students are expected to communicate with their instructors and supervisors immediately. They can request permission to record the lectures in case of emergencies and authorized absences. Please note that recording of lectures is only allowed for authorized absences, and not for unauthorized absences (e.g., vacation).

UNT's policy on attendance and authorized absences is available at:
<https://policy.unt.edu/policy/06-039>

If a student's unexcused absences exceed 10%, the instructor of the course, the Program Director, and the SLP Clinic Director will determine if the student meets the standards for clinical certification (Knowledge and Skills) for the course. A remediation assignment or assignments may be required. Please note that this attendance policy applies even if the student's overall course grade is a B or higher.

Students who have academic concerns or complaints are encouraged first to contact the faculty member involved. If resolution is not achieved via discussion with the faculty member, the student is then encouraged to contact the Program Director. Students who wish to initiate a formal complaint procedure are referred by the Program Director to the Department Chair.

The Department of Audiology & Speech-Language Pathology fully complies with all recommendations and processes of the university policy supporting non-discrimination, which can be found at <https://policy.unt.edu/policy/16-004>. Internal and external complaints, charges, and litigation alleging violations of policies and procedures related to non-discrimination are maintained in accordance with the university's published requirements and records retention policies. Complaints can be reported by any person via that office at <https://titleixeo.unt.edu/file-complaint.html>. In addition, students have the option to file an informal complaint with the Dean of Students at <https://studentaffairs.unt.edu/dean-of-students/>. If you have a complaint or concern related to your disability, you should contact the Office of Disability Access at <https://studentaffairs.unt.edu/office-disability-access/grievance>.

If students have concerns about program compliance with accreditation standards, they are directed to "Complaints Against Programs" section of the CAA (Council on Academic Accreditation) Handbook (caa.asha.org/programs/complaints/). The department adheres to the policies of Family Educational Rights and Privacy Act (FERPA) to protect the privacy of students' education records. For more detailed information regarding confidentiality of students' personally identifiable information, see <https://ferpa.unt.edu>.

GRADUATION

Graduation applications are due early in the semester when a master's candidate plans to graduate. Specific application deadlines are delineated in the University Academic Calendar. It is the sole responsibility of the master's candidate to file the appropriate degree application

with the Toulouse Graduate School by the associated deadline. An approved degree plan must be on file with the Toulouse Graduate School when an application to graduate is submitted.

ASHA Certification and State Licensure

ACADEMIC AND CLINICAL REQUIREMENTS FOR CERTIFICATION AND LICENSURE

The UNT Master's Program in Speech-Language Pathology is designed to support and guide students in meeting the academic and clinical requirements set forth ASHA for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Visit <http://www.asha.org/certification> for a complete description of the certification application process. See Appendix C for a copy of the ASHA form that will be signed by a departmental signatory on behalf of the certification-eligible student, to document that master's level academic and clinical requirements for certification have been met. The program is also designed to support and guide students in meeting the academic and clinical requirements set forth by the Texas Department of Licensing and Regulation (TDLR) for Texas state licensure in speech-language pathology. Visit <https://www.tdlr.texas.gov/slpa/slpa.htm> for a complete description of the licensure application process. See Appendix D for a copy of the TDLR form that will be signed by a departmental signatory at the end of the master's program on behalf of the licensure-eligible student, to document that master's-level academic and clinical requirements for licensure have been met. Each candidate for clinical certification and clinical licensure is responsible for initiating their own certification and licensure applications, regardless of the state or country where the candidate intends to practice. The master's-level academic and clinical requirements for certification and licensure include the following:

SUCCESSFUL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE

Candidates who earn their master's degree in this program will have met the core set of master's-level academic requirements for certification and licensure in speech-language pathology.

Successful completion of pre-master's clinical practicum and externship activities. Candidates who successfully complete all clinical practicum and externship activities associated with the master's program will have met the core set of pre-master's clinical requirements for certification and licensure in speech-language pathology, making said candidates eligible to begin the post-master's Clinical Fellowship Year (CFY) required for eventual certification.

SUCCESSFUL FULFILLMENT OF ASHA-REQUIRED KNOWLEDGE IN BASIC SCIENCE CONTENT AREAS

ASHA Standard IV-A states: “The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.” Knowledge is demonstrated by earning college-level credit in each content area. Knowledge is demonstrated by earning college-level credit in each content area. All courses and classes listed in Standards IV-A must be completed—and passed—at the undergraduate or graduate level at an accredited institution and must appear on the student’s transcript(s). Many students have completed courses in each of the four areas as part of their undergraduate degree or during the summer before matriculation into the master’s program. Other students who have not done so will need to complete these courses during their master’s program. These basic science credits may be earned before or during the graduate program but must be completed prior to master’s graduation to be CCC-eligible. The student must submit official documentation of credits earned (e.g., official transcripts) to the Toulouse Graduate School prior to master’s graduation for CCC-eligibility. These courses are needed for certification purposes only; they are not part of the graduate master’s degree plan, and they are not required to earn the master’s degree.

See Appendix E for a copy of the departmental form (“ASHA-Required Knowledge in Basic Science Content Areas”) that students submit to document their completion of these courses.

The four basic science content areas are described by ASHA as follows:

<https://www.asha.org/certification/course-content-areas-for-slp-standards/>

SUCCESSFUL FULFILLMENT OF AUDIOLOGY COURSES

Six (6) semester credit hours across two audiology-related content areas are mandatory to meet the requirements set forth by the Texas Department of Licensing and Regulation for a Speech-Language Pathology license. These courses also cover content required toward ASHA certification (CCC). These courses must be completed before completing the master’s degree to meet licensing and certification eligibility requirements.

Many graduate students have already completed the required audiology courses prior to matriculation into the graduate program, either as part of their undergraduate degree in communication sciences and disorders or as two of the leveling courses required for out-of-field graduate applicants. However, graduate students who have not completed these courses prior to graduate matriculation must complete six (6) credit hours of audiology courses during their graduate program and prior to graduation to meet the associated licensing and certification eligibility requirements. It is the sole responsibility of the candidate for licensing and certification to identify, enroll in, and successfully complete these courses prior to graduation. These courses do not count toward the master’s degree and are not included in the student’s master’s degree plan. Transcripts for these courses must be provided to the department, as part of the documentation of eligibility for licensure and certification.

For purposes of licensure and certification, the two courses (six credit hours) of audiology course content may be taken at UNT or at another ASHA-accredited university. These may be graduate courses or undergraduate courses. These may be classroom courses or online courses. If the licensing and certification applicant wishes to take these courses at UNT, the corresponding UNT undergraduate courses are ASLP 3040 (which covers introductory audiology content) and ASLP 4045 (which covers rehabilitative audiology content).

PRAXIS EXAM REQUIREMENT FOR CERTIFICATION AND LICENSURE

Applicants for clinical certification and licensure must also take and pass the national examination (Praxis II exam in Speech-Language Pathology); applicants for certification and licensure should directly consult with the certifying body (e.g., ASHA) accordingly. Students in the department typically choose to take the national exam in their final term, shortly before graduation. Not taking the Praxis II exam during the graduate program, or failing to pass the Praxis II exam, will not prevent a student from earning their master's degree, because the Praxis II is not part of the UNT graduate degree plan of the master's candidate.

National Student Speech-Language-Hearing Association (NSSLHA)

NSSLHA (<https://www.nsslha.org>) is a pre-professional organization for students who are interested in human communication disorders. Membership in this national organization offers students added benefits from ASHA.

UNT has a local chapter, UNT-NSSLHA, which is a professional, social, and service organization that sponsors professional development sessions, community service events, and social events. UNT-NSSLHA supports students in professional development, strengthens bonds among students and faculty, and benefits the community. Membership in UNT-NSSLHA is open to any UNT student.

Council on Academic Accreditation (CAA)

The CAA is a governing branch of ASHA that oversees graduate education programs in communication disorders. A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, or member of the public. Students may review the procedure for submission of complaints to the CAA at: <https://caa.asha.org/programs/complaints/>.

Students who wish to file a complaint to the CAA may submit that complaint to:

Chair, Council on Academic Accreditation in Audiology and Speech-
Language Pathology
American Speech-Language and Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850

APPENDIX A: Degree Plan

Model Degree Plan

The degree plan in speech-language pathology consists of 39 semester hours of course work. Students may elect to follow either a non-thesis degree plan or a thesis degree plan; both require a total of 39 semester hours. Students who select to write a thesis will substitute 6 semester hours of thesis credit for 6 semester hours of academic courses in consultation with the Graduate Director. In addition to academic courses, students must also enroll in ASLP 5060/5065, Clinical Practicum in Speech-Language Pathology in each term, for a total of 17 credit hours. The approved plan may be revised under advisement of the Graduate Director and with the consent of the Chair of the Department and the Graduate Dean.

Coursework in Speech-Language Pathology (Degree Plan, required for M.S. degree)

Coursework	Title	Hours
ASLP 5500	Medical Aspects I (Swallowing Disorders)	3
ASLP 5510	Medical Aspects II (Head & Neck Cancer/ Resonance Dis)	3
ASLP 5755	Neuromotor Speech Disorders	3
ASLP 5775	Research Methods in Speech-Language Pathology	3
ASLP 5780	Diagnostics in Speech-Language Pathology	3
ASLP 5800	Fluency Disorders	3
ASLP 5810	Voice Disorders	3
ASLP 5825	Pediatric Speech Sound Disorders	3
ASLP 5830	Language Disorders I (0-3 years children)	3
ASLP 5835	Language Disorders II (School-age children)	3
ASLP 5840	Language Disorders III (Adults)	3
ASLP 5850	Alternative and Assistive Communication (AAC)	3
ASLP 5870*	Seminar in Speech-Language Pathology	3

*Typical recent seminar options: Autism, Pediatric Swallowing Disorders, Traumatic Brain Injury; independent study (3 credits) may substitute for a seminar of 3 credits, with prior approval.

Clinical Practicum in Speech-Language Pathology (required for certification)

Clinical practicum	Schedule	Hours
ASLP 5060	1 st year- Fall	3
ASLP 5060	1 st year- Spring	3
ASLP 5060	1 st year- Summer	3
ASLP 5060	2 nd year- Fall (off-campus placement)	3
ASLP 5065	2 nd year- Spring (off-campus externship)	5

APPENDIX B: Projected Graduate Course Sequence

SPEECH-LANGUAGE PATHOLOGY GRADUATE COURSES BY TERM			
Term 1, Fall (first year)		Term 2, Spring (first year)	
1	ASLP 5780 Diagnostics	1	ASLP 5810 Voice Disorders
2	ASLP 5825 Pediatric Speech Sound Disorders	2	ASLP 5755 Motor Speech Disorders
3	ASLP 5830 Language Disorders I	3	ASLP 5835 Language Disorders II
4	ASLP 5840 Language Disorders III	4	ASLP 5850 AAC (3 SH)
5	ASLP 5060 Practicum (3 SH)	5	ASLP 5060 Practicum (3 SH)
Total Hrs: 15		Total Hrs: 15	
Term 3, Summer (first year)		10W	ASLP 5500 Medical I (Swallowing Disorders)
		5W	§ASLP 5870 Seminar- Autism (3 SH) *
		5W	§ASLP 5870 Seminar- TBI (3 SH) *
		10W	ASLP 5060 Practicum (3 SH)
		Total Hrs: 9-12	
Term 4, Fall (second year)		Term 5, Spring (second year)	
1	ASLP 5510 Medical II (Head/Neck Pathology)	1	ASLP 5065 Off-campus Externship (5 SH) *
2	ASLP 5775 Research Methods		
3	ASLP 5800 Fluency Disorders	Comprehensive Exam	
4	§ASLP 5870 Seminar- Ped Swallow (3 SH) *	PRAXIS II	
5	ASLP 5060 Off-campus Practicum (3 SH)		
Total Hrs: 12-15		Total Hrs: 5	
<p>* Register for designated credit hours by manually changing from the default setting of 1 SH to the required hours (3 or 5)</p> <p>§ At least one elective of the three electives (ASLP 5870 Seminar) is required; These may be substituted by Independent Study or Thesis, with prior approval</p> <p>Course offerings may change based on instructor availability and budgets. When an unforeseeable situation arises, the ASLP Department will make reasonable accommodations to assure students' on-schedule completion of graduate study. Students should enroll in clinical practicum (ASLP 5060/5065) for at least five terms. Any request for course reduction in any term requires the consent of the Director of Graduate Studies. Any reduction in course load, including clinical practicum, will likely prolong the time required to complete the academic and clinical requirements of the graduate program.</p>			

APPENDIX C: ASHA Clinical Certification Eligibility Form



ASHA
American
Speech-Language-Hearing
Association

PO Box 1160 #313
Rockville, MD 20849

Name of Applicant: _____ (please print)

**2020 Standards for Clinical Certification in Speech-Language Pathology
Verification by Program Director**

Please respond to each statement. The applicant must have met each standard in order to be awarded certification.*

- Yes No Has a master's, doctoral, or other recognized post-baccalaureate degree. (Std. I)
- Yes No Initiated and completed all graduate course work and graduate clinical practicum in an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). (Std. II)
- Yes No Completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the knowledge and skills outcomes. (Std. III)
- Yes No Has demonstrated knowledge of statistics, as well as the biological sciences, physical sciences, and social sciences. Physical science coursework must have included physics or chemistry. (Std. IV. A.)
- Yes No Has demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (Std. IV. B.)
- Yes No Has demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine areas noted in the standard. (Std. IV. C.)
- Yes No Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for each of the nine areas specified in the standard for individuals with communication and swallowing disorders. (Std. IV. D.)
- Yes No Has demonstrated knowledge of standards of ethical conduct. (Std. IV. E.)
- Yes No Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Std. IV. F.)
- Yes No Has demonstrated knowledge of contemporary professional issues. (Std. IV. G.)
- Yes No Has demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice. (Std. IV. H.)
- Yes No Has demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (Std. V. A.)
- Yes No Has completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes of evaluation, intervention, and interaction and personal qualities. (Std. V. B.)
- Yes No Has completed a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. (Std. V. C.)
- Yes No Has completed at least 325 of the 400 clock hours while engaged in graduate study. (Std. V. D.)
- Yes No Has been supervised by individuals who held a current ASHA Certificate of Clinical Competence in the appropriate profession and who meet eligibility requirements for supervision for the minimum number of required clinical practicum hours. ~~The amount of direct supervision was commensurate with the student's level of knowledge, skills, and experience, not less than 25% of the student's total contact with each client/patient, took place periodically through the practicum, and was sufficient to ensure the welfare of the client/patient.~~ (Std. V. E.)
- Yes No Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. (Std. V. F.)

***Attach an explanation for any statements above for which you checked "no."**

The program director or designee verifies that the student met each standard and has successfully met the academic program's requirements. *Photocopies or stamped signatures will not be accepted.*

Name of Program Director _____ Title _____
(Please print)

University or College _____

Signature _____ Date ____/____/____
(MM / DD / YEAR)

Date course work and clinical practicum requirements for ASHA certification were completed ____/____/____
(MM / DD / YEAR)

APPENDIX D: Clinical Licensure Eligibility Form



TEXAS DEPARTMENT OF LICENSING & REGULATION
 P.O. Box 12157 • Austin, Texas 78711-2157
www.tdlr.texas.gov

INTERN IN SPEECH-LANGUAGE PATHOLOGY COURSE WORK AND CLINICAL EXPERIENCE FORM	
TO BE COMPLETED BY COLLEGE/UNIVERSITY PROGRAM DIRECTOR OR APPROVED COLLEGE/UNIVERSITY DESIGNEE	
The Speech-Language Pathology and Audiology program requests that you verify the course work and clinical experience for the individual named on this form. This information is necessary to process the applicant's request for a license.	
1. Name of Student:	<input style="width: 95%; height: 20px;" type="text"/> <small style="text-align: center;">Last, First, Middle Name, Suffix</small>
2. Student Social Security #: <small>(See Instruction Sheet for Disclosure Information)</small>	<input style="width: 95%; height: 20px;" type="text"/>
3. Name of College/University:	<input style="width: 95%; height: 20px;" type="text"/>
COURSE WORK AND CLINICAL OBSERVATION/EXPERIENCE	
§111.40. Requirements for an Intern in Speech-Language Pathology License. (a) An applicant for the intern in speech-language pathology license shall meet the requirements set out in the Act and §111.30(a)-(c) of this title (relating to Requirements for a Speech-Language Pathology License) for the Intern license. §111.30. Requirements for a Speech-Language Pathology License. (a) An applicant for the speech-language pathology license shall meet the requirements set out in the Act and this section. (b) The graduate degree shall be completed at a college or university which has a program accredited by a national accrediting organization that is approved by the board and recognized by the United States Secretary of Education under the Higher Education Act of 1965 (20 U.S.C., §1001 et seq.). (1) Original or certified copies of the transcripts showing the conferred degree shall verify the applicant completed the following: (A) at least 36 semester credit hours shall be in professional course work acceptable toward a graduate degree; (B) at least 24 semester credit hours acceptable toward a graduate degree shall be earned in the area of speech-language pathology including normal development and use of speech, language, and hearing; prevention evaluation, habilitation, and rehabilitation of speech, language, and hearing disorders; and related fields that augment the work of clinical practitioners of speech-language pathology; and (C) six semester credit hours shall be earned in the area of hearing disorders, hearing evaluation, and habilitative or rehabilitative procedures with individuals who have hearing impairment. (2) A maximum of six academic semester credit hours associated with clinical experience and a maximum of six academic semester credit hours associated with a thesis or dissertation may be counted toward the 36 hours but not in lieu of the requirements of paragraphs (1)(B) and (1)(C) of this subsection. (3) A quarter hour of academic credit shall be considered as two-thirds of a semester credit hour. (4) An applicant who possesses a master's degree with a major in audiology and is pursuing a license in speech-language pathology may apply if the board has an original transcript showing completion of a master's degree with a major in audiology on file and a letter from the program director or designee of the college or university stating that the individual completed enough hours to establish a graduate level major in speech-language pathology and would meet the academic and clinical experience requirements for a license as a speech-language pathologist. (5) An applicant who graduated from a college or university not accredited by the American Speech-Language Hearing Association Council on Academic Accreditation shall submit an original signed letter from the American Speech-Language-Hearing Association (ASHA) stating the Council for Clinical Certification accepted the course work and clinical experience. The applicant shall bear all expenses incurred during the procedure.	
GRADUATE DEGREE TO BE CONFERRED	
<small>(The Act provides that an applicant who successfully completed all academic and clinical requirements but who has not had the degree officially conferred may be licensed as an intern in order to begin the supervised professional experience. NOTE: <u>All grades must be final.</u> This document may only be signed if the grades are final and all that is pending is the conferred degree.)</small>	
4. I certify that this applicant has completed all academic and clinical requirements for the graduate degree and has final grades for all academic and clinical requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. I certify that all that is pending for this applicant is the conferred degree.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. I certify that the degree will be officially conferred on the following date:	<input style="width: 95%; height: 20px;" type="text"/> <small style="text-align: center;">Month/Day/Year</small>
7. Program Director or Director Designee:	<input style="width: 95%; height: 20px;" type="text"/> <small style="text-align: center;">First, Last Name (Please Print)</small>
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="margin-left: 10px; border: 1px solid black; width: 100%; height: 20px; margin-bottom: 5px;"></div> </div>	<div style="display: flex; align-items: center;"> <div style="width: 100%; height: 20px; margin-bottom: 5px;"></div> <div style="margin-left: 10px; width: 100%; height: 20px; margin-bottom: 5px;"></div> </div>
<small>Signature</small>	<small>Month/Day/Year</small>

TDLR Form SPA016 December 2019

APPENDIX E: ASHA-Required Knowledge in Basic Science Content Areas

2020 ASHA Standard IV-A: "The applicant (for certification) must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences." Knowledge is demonstrated by earning college-level credit in each content area. Credits may be earned as undergraduate or graduate credits, at any university, college or community college; through classroom courses, online courses, AP, CLEP, or examination of equivalency. These basic science credits may be earned before or during the graduate program but **must be completed prior to master's graduation to be CCC-eligible**. The student must submit **official documentation of credits earned (e.g. official transcripts) to the Toulouse Graduate School** prior to master's graduation for CCC-eligibility.

Content area and implementation	Undergrad/ Grad	University/ College	Department Name [∞]	Course Number [∞]	Full course name [∞]	Credit Hours Earned	Semester completed
<i>Example:</i>	<i>UG</i>	<i>UNT</i>	<i>Mathematics</i>	<i>MAT 3680</i>	<i>Basic Statistical Methods</i>	<i>3</i>	<i>Spring 2025</i>
Biological sciences "Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)" ^{†*}							
Physical sciences "Acceptable courses in physical sciences should include physics or chemistry" ^{†*}							
Statistics "A stand-alone course in statistics is required" [#]							
Social/behavioral sciences "Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health"							

* "A course in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas."

"Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement."

∞ More than one course may be submitted in each content area, but only one course is required. Students may be asked to submit the catalog course description and/or a copy of the original course

APPENDIX F: Self-Evaluation Report for Students in Speech-Language Pathology

Name of Student:

Date of Completion:

1. List each course in your graduate program in which you earned a grade less than a “B.”

2. In what course did you have the most difficulty?

3. Rate your performance in this course based on the following skills:

Attendance: Attended class and labs as scheduled

1 Missed most classes	2 Missed several classes	3 Attended most classes	4 Attended nearly all classes	5 Attended every class
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Assignment completion: Came to class with assigned work completed

1 Rarely completed	2 Seldom Completed	3 Most work completed	4 All work completed	5 Completed all work beyond expectations
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Class readings: Came to class with assigned readings completed

1 1-20%	2 21-40%	3 41-60%	4 61-80%	5 81-100%
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Class participation: Contributed during class discussions and in-class assignments

1 1-20%	2 21-40%	3 41-60%	4 61-80%	5 81-100%
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Timeliness: Arrived to class on time with readings and assignments completed

1 Never on time	2 Often Delayed	3 Usually done on time	4 On time	5 Arrived before class and well prepared
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Organization: Class readings, materials, and assignments organized in a neat, orderly, and useful manner

1 Disorganized	2 Somewhat scattered	3 Acceptable but could be better	4 Organized	5 Extremely well organized
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Attitude: Came to class and contributed with good attitude and enthusiasm

1 Never had a good attitude	2 Sometimes had a good attitude	3 Average attitude	4 Above average good attitude	5 A leader with an excellent attitude
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Mastery of Course Content: Acquired key theoretical and clinical concepts related to this course

1 Did not obtain knowledge	2 Obtained some knowledge	3 Obtained average knowledge	4 Obtained above average knowledge	5 Obtained knowledge
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				beyond expectations
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4. Identify three strengths and three areas that you feel need improvement related to this course:

Strengths	Areas in need of improvement

5. Please list three ways in which you plan to improve your knowledge related to this course:

6. Please provide any comments you have regarding your performance or any extenuating circumstances that occurred during this semester:

TO BE COMPLETED BY COURSE INSTRUCTOR:

Skills	Student	Instructor
Attendance:		
Assignments:		
Readings:		
Participation:		
Timeliness:		
Organization:		
Attitude:		
Mastery of Content:		