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**ORIENTATION PACKET**

**NEW GRADUATE STUDENTS IN  
COMMUNICATION DISORDERS (CDIS)**

<https://www.facebook.com/pages/Texas-State-University-San-Marcos-Department-of-Communication-Disorders>



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# Table of Contents

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A Message from the Chair .....	3
About the Program .....	4
Get Started .....	5
Get Connected .....	7
Prepare for Classes .....	9
Stay on Track .....	10
Degree and Certification Information .....	11
Department Statement on Learning.....	12
CDIS Master’s Program Essential Functions .....	14
Meet the Faculty and Staff.....	16
Have Questions? .....	21
Cognate Descriptions.....	23
Important Contact Numbers .....	25

# A Message from the Department Chair

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**W**elcome to the Graduate Program in Communication Disorders at Texas State University! It is a wonderful time to be a Bobcat! Located in the professionally diverse College of Health Professions, Texas State's Department of Communication Disorders trains future speech-language pathologists, audiologists, and communication scientists who share a commitment to life-long learning and acquiring the knowledge and skills necessary to provide the utmost care to those they serve professionally.



**T**he Department of Communication Disorders at Texas State University is a wonderful place to pursue your graduate education. Its rich history of first class clinical training for students and providing services to Round Rock and surrounding areas is unmatched. This deep-rooted tradition coupled with the innovative applied research being produced by the faculty is the perfect storm of educational environments that makes us the Rising Star of Texas and the premiere institution in the State of Texas for producing certified and licensed speech-language pathology graduates.

**C**ongratulations as you embark upon your graduate education. I look forward to spending the next two years with you. While the journey will not be easy, the destination will make it worth it. The faculty and staff are here to help you along the way, but you must do your part. As the great Nelson Mandela once said, "It seems impossible until it is done."

**Valarie B. Fleming, Ph.D., CCC-SLP**

Chair and Associate Professor

Department of Communication Disorders

# About the Program

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The Department of Communication Disorders is housed within the College of Health Professions. We offer an undergraduate Bachelor of Science degree in Communication Disorders and both a Master of Arts and a Master of Science degree in Communication Disorders. Those students who elect to write a Master's thesis earn an MA degree. Graduate students also have the opportunity to participate in variety of Cognates. Please see pages 24-25 of this packet for detailed cognate descriptions. Our cognate options provide students with an opportunity to achieve a specialized certificate in areas within the field of speech-language pathology. Cognates provide students the opportunity to work with individuals demonstrating specific disorders within their area of specialization. Our graduate program is accredited by the Council of Academic Accreditation from the American Speech-Language-Hearing Association in speech-language pathology.

The mission of the Department of Communication Disorders at Texas State University is to produce master's level speech-language pathologists who meet all requirements for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). In addition, we strive to provide undergraduate students with the academic background enabling them to successfully enter graduate education in Communication Disorders. To accomplish this mission, the department must:

- (1) maintain Council of Academic Accreditation (CAA) standards of accreditation in the academic and clinical education of its graduate students;
- (2) maintain high standards in the clinical services it provides and,
- (3) encourage the development of new knowledge through faculty and student research activities.

The Department of Communication Disorders at Texas State University aspires to be the premiere institution in the State of Texas for producing certified and licensed speech-language pathology graduates.

# Get Started

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## **The Graduate College**

You are enrolled in the Graduate College at Texas State University. The Graduate College provides numerous resources and workshops for students. Please take some time to review the website at [www.gradcollege.txstate.edu](http://www.gradcollege.txstate.edu)

## **Parking**

Parking permits (hang tag or sticker) are required for on-campus parking. To order a parking permit on-line visit Parking Services.

Permits can usually be mailed to you. It is a good idea to order them now because processing can take longer near the start of the academic year. The Parking Services site also has information about where to park on both the San Marcos and Round Rock campuses. More information can be found here: <http://www.parking.txstate.edu/round-rock.html>



## **Financial Aid**

For information on scholarships, loans, tuition, work study, or veteran's benefits, please contact the Financial Aid Office for information: <http://www.finaid.txstate.edu/>. Program faculty and staff are not trained on financial aid regulations and are not able to answer any financial aid questions. Please call the financial aid office at 512-245-2315.

## **Graduate Assistant Positions (GA)**

Graduate Assistants are employed by an academic department, and can be responsible for a variety of duties, including undergraduate student instruction, project oversight, and assisting in research.

As a Graduate Assistant, a student must have unconditional acceptance into a graduate degree program; be enrolled in at least nine credit hours in a graduate degree program each semester of employment; maintain a minimum 3.0 Texas State grade point average in coursework leading toward the completion of a graduate degree. If you are interested in applying for a GA position, please complete the application packet as instructed.

Applications for assistantships should be made directly to the department or university office following their application procedure.

[http://www.gradcollege.txstate.edu/Prospect\\_Students/Fin\\_Grad\\_Ed/Grad\\_Assist\\_Info.html](http://www.gradcollege.txstate.edu/Prospect_Students/Fin_Grad_Ed/Grad_Assist_Info.html)

# Get Started

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## **Student Health Center, Insurance & Vaccinations**

The Texas State Student Health Center provides immunizations, primary care, women's and mental healthcare services to university students. We have experienced healthcare providers, including physicians and nurse practitioners. All services are offered by appointment. Medical, laboratory, digital radiography and pharmacy services are available on-site. The Student Health Center is nationally accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC).

The Student Health Center offers affordable prices for college students and health insurance coverage is not required to receive care. The Student Health Center does offer a university-endorsed student health insurance plan for students without insurance or those seeking more affordable coverage. The Student Health Center also has a Health Promotion Services department that strives to help students succeed by promoting healthy lifestyles and creating a healthy campus environment at Texas State. A student Health Center Location is available on the Round Rock Campus in room 116 of the Nursing building. read more at <http://www.healthcenter.txstate.edu/Round-Rock-Student-Health-Center.html>

It is recommended that all students have health insurance coverage. For those who do not have coverage, Texas State has partnered with Academic Health Plans, Inc. to offer an optional insurance policy that is accepted by the Student Health Center.

For more information regarding the student health insurance plan, call **855.247.2273** or visit

<http://www.healthcenter.txstate.edu/INSURANCE/student-health-insurance-2014-2015.html>

The Department of CDIS requires students to submit the College of Health Professions Health Record prior to starting clinical practicum. This form was sent as an attachment to your "Welcome Letter" upon Acceptance into the graduate program. It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can begin clinical practicum.



# Get Connected

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## Student ID

Your Student ID is assigned by the Graduate College. It begins with A + 8 digits (e.g., A00123456). You will need this ID to register and when communicating with program coordinators about degree audits and internships.

## Net ID

Your Net ID is typically a combination of your first and last name initials (sometimes middle name too) plus a number. This ID serves as your initial txstate.edu email address and is used to log into TRACS and to access library resources off-campus. You will need to create your own password. To activate your Net ID, please contact <https://tim.txstate.edu/onlinetoolkit/Home/ChallengeResponse.aspx?RequestType=ActivateNetID>

Obtain your Net ID and password so you can log into the university internet-based systems. E-mail is the official form of communication at the University. Your academic and clinical instructors will use e-mail as a major and primary source of communication; therefore, it is vital you obtain your net ID and password prior to the start of the Fall semester in case your Instructors provide vital information via e-mail or the university instructional system - TRACS. ALL communication will be sent to your TX State e-mail, so be sure to obtain your NetID as soon as possible.

## Bobcat ID Card

The Texas State BobcatCard is for student, faculty, and staff use at Texas State University. Photo ID cards are used for privileged authorization, library use, meal plans, door access, and additional purchasing and banking functions on and off campus.



You are required to show a valid picture ID (driver's license, passport, or military ID) to obtain a first time BobcatCard as a current semester paid student, current faculty or staff member, or Texas State Affiliate. Visit the following website for more information: <http://www.auxiliaryservices.txstate.edu/idservices/>

## CATSWeb

CATSWeb is our online registration system and in this system you will be able to register for courses, pay your tuition, view class lists and schedules, view unofficial transcripts, and much more. Once you have activated your Net ID, you can log into CATSWeb to enroll for courses at: <http://www.catsweb.txstate.edu/>



## Emergency Procedures & University Police

Texas State believes strongly in protecting the health, safety and welfare of its students, faculty and staff. To do so in emergencies requires preparation, so we invite you to visit these pages often and familiarize yourself with appropriate emergency procedures. This Web site provides information to the Texas State community about how to respond to a variety of emergency situations that could occur on campus.

<http://www.emergencyinfo.txstate.edu/>

## Emergencies 911

Texas State UPD (non-emergency) 512.245.2805

Safety Escort (available nightly) 512.245.SAFE

**REQUIRED Training Videos:** <http://www.police.txstate.edu/Services/Safety-Training-Videos.html>

You must login using your Net ID and password. Please view the Student versions of "Shots Fired" and "Flash Point."

# Get Connected

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## **TRACS**

TRACS is the online course management system used at Texas State University. All courses, whether on-campus or online, have a dedicated TRACS course site. If you are taking an online course, TRACS will allow you to view course materials, submit assignments and tests, view grades, communicate with your faculty member and fellow students, and much more.

Approximately one week before the term begins, your instructor will create your TRACS course site, which you can access for class related information. See the following link

<http://tracsfacts.its.txstate.edu/Students.html>

for student training documents and video tutorials.

## **Texas State University Email Account - REQUIRED**

BobcatMail, utilizing Microsoft Outlook Web Access (OWA), enables you to access email, manage address books and calendars, and schedule meetings. Email is the University's mechanism for official communication with students. Once you activate your email account, you may choose to forward your Texas State University email to your primary email account. However, you will still need to use the Texas State University account for correspondence with many offices and must maintain your account by periodically updating your password. For more information, go to the following website:

<https://bobcatmail.txstate.edu/>





# Prepare for Classes

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## **Academic Calendar**

The academic calendar will allow you to view important academic dates, such as start dates, add and drop deadlines, holidays, etc. As you plan your schedule, the academic calendar will be an integral resource for you to better prepare your academic future. Overview calendars give a view of an entire year January to December. On this calendar you may see dates for final exams, spring break, beginning and ending of each semester, holidays and commencement. For more detailed information on a specific semester, please view the appropriate academic calendar. The academic calendar is available online at: <http://www.registrar.txstate.edu/persistent-links/academic-calendar.html>

## **Course Registration**

Registration is accessed by clicking on CatsWeb link located on the main webpage ([www.txstate.edu](http://www.txstate.edu)). You will need your ID that begins with “A” and your password. Locate the courses you need by selecting “Communication Disorders” (CDIS) for the subject. Most of your courses across your whole program will be located under that menu.

## **Course Sequence**

The program website provides a printable Course Sequence Sheet that you will follow to complete your program. The sheet list all required courses and the year/semester in which they should be taken (based on an assumption of 2-3 graduate courses per semester). Please click “Graduate Coursework Sequence” on the [CDIS Graduate Degree Program webpage](#).

## **University Bookstore**

If faculty have selected texts and reported those to the program level, we send that information to the University Bookstore. You can check the Bookstore’s online system to see if required texts are listed for your upcoming courses. If the Bookstore does not have information on texts for your course, then that information will be shared with you on the course syllabus the first night of class. Course syllabi are not expected to be available prior to the beginning of the course. The Bookstore’s site is: <https://www.bookstore.txstate.edu/default.aspx>

## **Library**

The RRC Library link is <http://rrc.library.txstate.edu/>. To search and access full-text articles via the University’s databases, including Google Scholar, go to the Library’s main page and click on “Research Databases.” This will require your NETID and password. The library is located in the Avery Building Room 225. Your Student ID Card can be used to check out books, test kits, journal articles and more from the Library.



# Stay on Track

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## **Degree Audit**

Your Degree Audit is available in CatsWeb via Self-Service Banner. The Degree Audit provides a list of degree course requirements and records each course completed along with the grade earned. Changes to the Degree Audit must be approved in advance by the Program Director. A student who earns a “C” or lower for a final course grade will be required to re-take the course.

## **Writing Center & Plagiarism**

The Writing Center is a free tutorial service provided to any graduate student who needs extra help with writing assignments. No matter the class or stage of the writing process, the Writing Center offers one-on-one advice and assistance from an experienced writer who can analyze the student's text and suggest improvements. In order to find out more about the Writing Center, visit:

<http://rrc.writingcenter.txstate.edu/>

According to the Writing Center, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers (*Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*). See the following website for more information on plagiarism and links to the student honor code.

<http://www.writingcenter.txstate.edu/StudentResources/handouts/plagiarism.html>

## **Academic Advising**

The CDIS Graduate Program Coordinator is available to assist you throughout your academic career at Texas State University. We encourage you to take full advantage of our help in: verifying your courses, meeting academic standards toward certification, identifying resources that can augment your studies, and planning for your thesis, if applicable. Group advising is done at the graduate level, usually around midterm of each semester. Individual meetings are conducted by appointment as needed.

<http://www.rrc.txstate.edu/resources/osc/acadadvising.html>

## **Counseling Center**

Many students encounter a variety of personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. The Counseling Center provides free and confidential services by professional counselors to all currently enrolled Texas State students. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include individual, group, and couples counseling; crisis and consultative sessions; and informational presentations about student mental health issues.

Check out <http://www.txstate.edu/clas/Professional-Counseling/counseling-services/RRC-Counseling-Practicum-Clinic.html> for more specific information about the Center and its services.

# Degree & Certification Information

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## **Degrees Offered: Master of Arts/Master of Science in Communication Disorders, (M.A., M.S.C.D.)**

The Department of Communication Disorders offers the Master of Science in Communication Disorders (M.S.C.D.) with a major in communication disorders and the Master of Arts (M.A.) with a major in communication disorders. The length of the program may vary, depending on the undergraduate background of a student, but the M.S.C.D. requires a minimum of 36 academic hours, with 27 hours in the communication disorders major, nine hours in an approved cognate, plus a clinical practicum each term enrolled. The M.A. requires a minimum of 39 academic hours, with 27 hours in the communication disorders major, six hours of thesis, six hours in an approved cognate, plus a clinical practicum each term enrolled.

The major in communication disorders is clinically oriented and is designed to prepare clinicians for employment in hospitals, clinics, private practice, and public schools. The program meets the minimum education and clinical requirements for state licensure as a speech-language pathologist and for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA). The master's program in speech-language pathology at Texas State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Candidates for the Communication Disorders master's degree are encouraged to earn a passing score on the Praxis Examination in Speech-Language Pathology the semester of graduation and substitute a passing score for the required departmental graduate comprehensive examination.

### **Clinical Practicum**

In order to obtain the required clinical hours for ASHA certification, graduate students must enroll for clinical practicum each semester enrolled for study toward the master's degree. Students participating in on-campus clinical practicum in speech-language pathology must enroll in Communication Disorders 5344. Students earning supervised clock hours in audiology must enroll in Communication Disorders 5321. Graduate students earning clinical hours in both speech-language pathology and audiology during the same semester must enroll in both Communication 5344 and Communication Disorders 5321 concurrently. Students participating in off-campus clinical practicum must enroll in Communication Disorders 5689. Individuals completing the various cognates will have additional clinical requirements. Academic hours for clinical practicum do not count toward the degree.

# The Department of Communication Disorders Statement on Learning

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Our department's mission is to train and prepare the next generation of clinical scientists in the field of speech-language pathology. The scope of this training has been broadly described in part, in the CDIS Policy and Procedure manual, as well as in the CDIS 5344 and CDIS 5689 Course Syllabi.

More specifically, as a speech-language pathologist, you will be faced with challenging clinical cases that you have never encountered before. In order to provide treatment, you must understand the normal processes involved, identify the breakdown that has occurred, and formulate a plan to target that breakdown based upon a theoretical and clinical understanding of the impairment. This requires a high-level analysis of fundamental processes that goes beyond memorizing facts or concepts. It requires developing a scientific framework for approaching clinical cases.

A clinical scientist is a lifelong learner, whose career begins upon entering our program. We expect that students training to become clinical scientists will develop these traits through classroom and clinical experiences:

- Curiosity: A clinical scientist is curious and regularly asks questions.
- Critical thinking: A clinical scientist is a critical and informed consumer of evidence, who has the skills to find information and judge its value.
- Evidence-Based Practice: A clinical scientist integrates the best scientific evidence with clinical experience and client and caregiver values to provide the highest quality services. Therefore, a clinical scientist is not tied to a particular checklist, kit, or program.

In graduate school, learning involves action from both the instructor and the learner. The instructor's responsibility is to facilitate and scaffold learning by providing information (through lectures, readings, supervision, etc.), learning opportunities (e.g., through listening, observing, practicing, reviewing, and testing), and critical feedback on performance. The student's responsibility is to be engaged in learning both in and out of class and clinic and to request feedback and assistance as needed.

## **Faculty as Instructors**

In order to facilitate the development of students as clinical scientists, we have the following expectations for our academic and clinical faculty:

First, instructors must provide students, who are developing clinical scientists, with both the foundational sciences of the profession and the scientific method. These tools help provide a problem-solving framework to guide future clinical decisions and help protect students from falling prey to non-evidence based clinical gimmicks. It is our responsibility to ensure that students are knowledgeable of theory and research in the field.

Second, instructors must provide students with the most relevant and updated information in the specific content areas of the courses we teach. This content will be provided through lectures, readings, assignments, and projects.

Third, instructors should strive to make connections between academic coursework and application to clinical practice as explicit as possible. We believe that all of the material in all of our courses is applicable to assessment/intervention; however, course content may not always directly apply to planning an assessment or intervention session.

Providing high quality clinical services requires much more knowledge and skills than selecting activities for a session; it requires a level of understanding that comes about when students and faculty together identify and strengthen the bridge between the classroom and the clinic.

Fourth, it is the instructor's responsibility to help students develop into the best clinical scientists possible. This means providing genuine feedback, designed to help students optimize their education. Therefore, at times, we provide feedback/comments/grades that may be interpreted as less than positive. Although we strive to encourage a positive and professional learning environment, some interactions may be uncomfortable. However, our goal is always the same: to help our students be the best they can be.

### **Students as Learners**

While the academic and clinical faculty are responsible for facilitating students' development as clinical scientists, learning is ultimately the responsibility of the students themselves. Therefore, we have the following expectations for CDIS students as learners:

Students must remain engaged both in and out of class. They should complete assigned readings and tasks, and come to class prepared to ask questions or discuss topics.

Students should be self-initiators in their learning. Learners may not be aware of what they don't know if they haven't yet evaluated their own knowledge. Therefore, we believe students should be testing themselves as a means of improving learning and retention.

Students should actively request assistance when they don't understand. We encourage students to ask informed questions, which signal that they have already attempted to solve the problem on their own. Informed questions seek clarification, additional information, and/or additional understanding and application.

Developing a deeper understanding of some concepts requires students to actively practice, "do," sacrifice, "re-do." In other words – "put the time in, and get their hands dirty." Assignments and projects are designed to develop that understanding. Diving into these experiences with the goal of enriching your knowledge, as well as seeking out opportunities beyond the class and the clinic are traits of the developing clinical scientist.

We believe our program should be a rigorous program to provide students the best preparation they can receive to provide clients the best clinical care and to advance the clinical standards of our profession. We are educating students to be top-notch, the best in the field. So, students will be challenged repeatedly, and instructors will be providing feedback and guidance to rise to those challenges. We expect that going through our curriculum will require students to adapt and learn (i.e., become a clinical scientist), and nurture your trait as a lifelong learner. Instructors will tell students when they are doing well, but students also should expect to hear "work on this" or "you can improve in this area" a lot more than "great job" or "that's exactly right," especially in the first semesters of the program. We expect students to solicit and embrace such feedback and use it constructively and productively.

In summary, we believe strongly that the education of top-notch clinical scientists requires faculty to be rigorous in our instruction (providing current theoretical, research, and clinical information), and in our expectations. We support our students as they actively engage in that learning process, beginning when they enter our graduate program, and continuing throughout their professional careers.

# Essential Functions in the CDIS Master's Program

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## Essential Functions for students in the Communication Disorders Master's Program (MSCD & MA)

Essential functions are those skills and traits that are important for success in a specific academic degree program and/or profession. These essential functions, delineated below, help ensure that graduate students in Communication Disorders will succeed in the classroom and in clinical practicum necessary for the Master's degree, and for safe and effective patient care as a speech-language pathologist.

In alignment with the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation (CAA) Standards 4.2 and in-part, 4.3, (the program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students) and Texas State University's Prohibition of Discrimination policy statement (UPPS 04.04.46), this document is not intended to exclude students, but to help current and future students understand the essential skill set required in the profession of speech-language pathology.

**With reasonable accommodations\* as needed, students should:**

### COMMUNICATION

- Communicate proficiently, professionally, and intelligibly in both oral and written English;
- Possess reading and writing skills sufficient to meet curricular and clinical demands;
- Perceive and demonstrate appropriate verbal and non-verbal communication for culture and context;
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served;
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.

### MOTOR ABILITY AND PHYSICAL HEALTH

- Sustain necessary physical activity level in required classroom and clinical activities;
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.;
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice;
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe and effective manner. While not all clients in all settings will require this, in some clinical environments this is considered an essential skill;
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.);
- Provide for one's own personal hygiene;
  - Maintain adequate physical health to complete academic and clinical requirements and in order to not put at risk clients and others in the work/academic environment.

### INTELLECTUAL / COGNITIVE

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands;
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan;
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation;

- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge;
- Utilize detailed written and verbal instruction in order to make unique and independent decisions;
- Retain information across time;
- Ability to make clinical assessments and judgements, in real time, as necessary;
- Apply academic information in clinical contexts;
  - Critically evaluate information.

### **SENSORY/OBSERVATIONAL**

- Visually and auditorily identify normal and disordered communication, fluency, swallowing, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication;
- Demonstrate sufficient sensory ability to:
- sufficiently assess speech-related structures and functions and communication; maintain and use technology related to communication assessment and therapy;
- acquire knowledge and skills required by the program; counsel, assess, and treat individuals with communication disorders;
- recognize and respond appropriately to emergencies that potentially affect clients and others (e.g., know when there is a fire alarm and safely evacuate self and client);
- discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests;
- recognize when a client or client's family does not understand the clinician's written or verbal communication.

### **BEHAVIORAL/ SOCIAL/EMOTIONAL**

A student should possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others;
- Work in a collegial and effective manner with peers and supervisors;
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds;
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, and departmental, university and federal privacy policies;
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting;
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health);
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints;
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors;
- Present one's self in a professional manner in clinical and academic contexts;
- Abide by the university's academic honesty policy.

\*A **reasonable accommodation** is assistance or changes to a position, learning environment, or workplace that will enable an employee to do his or her job despite having a disability. Under the Americans with Disabilities Act (ADA), employers are required to provide **reasonable accommodations** to otherwise qualified employees with disabilities, unless doing so would pose an undue hardship to an employer or agency. These modifications should not fundamentally alter the purpose or requirements of the course or program, and waiving the clinical education component is not an option. Reasonable accommodations are determined on an individual basis and take into account the functional limitations of the impairment. Accommodations may vary from class to class depending upon course content and format. They are intended to be effective and reasonable; they may not be exactly what the student wishes or requests.

### **Students with Disabilities.**

If you have a disability, it is your responsibility to register with the Office of Student Disability Services prior to requesting accommodations. The Office of Disability Services at Texas State University will assist in determining the level or type of support that is needed for you to fulfill the essential functions of your graduate program. For more information about the Office of Disability Services, or to find out if you qualify, please contact them at:

Phone: 512-245-3451

Email: [ods@txstate.edu](mailto:ods@txstate.edu)

Website: <http://www.ods.txstate.edu>

### **References:**

Horner, J., Schwarz, I., Jackson, R., Johnstone, P., Mulligan, M., Roberts, K., Solberg, M. (2009). Developing an "essential functions" rubric: Purposes and applications for speech-language- hearing academic programs. *Journal of Allied Health, 38*(4), 242-247.

Schwartz, I., Horner, J., Jackson, R., Johnstone, P., Mulligan, M., & Sohlberg, M. (2007). Defining essential functions for a diverse student population. *Proceedings of the Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders, Palm Springs, CA*. Available at <http://www.capcsd.org/proceedings/2007/toc2007.html>



# Meet the Faculty

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## **Valarie Fleming, Ph.D., CCC-SLP**

### *Associate Professor & Chair*

Dr. Fleming received her Ph.D. in Communication Sciences and Disorders from The University of Texas at Austin. Her research interests include cognitive and linguistic aging in normal and disordered populations, health literacy, and variables influencing access and utilization of health services in culturally and linguistically diverse populations. Dr. Fleming teaches graduate courses in cognitive rehabilitation, swallowing, and neurogenic language disorders. She has rehabilitative experience with adolescents and adults in acute care, sub-acute care, and outpatient settings.

## **Celeste Domsch, Ph.D., CCC-SLP**

### *Associate Professor*

Dr. Celeste Domsch is an Associate Professor, as well as the Graduate Program Coordinator and Graduate Advisor. She received the Presidential Distinction for Excellence in Teaching Award in 2014, and has been named a Favorite Professor by Alpha Chi and the Non-Traditional Students Organization. She has published in national and international journals on late language emergence and syntactic complexity, and has presented at ASHA, TSHA, and SRCLD. She serves on the University Honor Council and is the Faculty Advisor for Golden Key International Honor Society.



## **Farzan Irani, Ph.D., CCC-SLP**

### *Assistant Professor*

Farzan Irani, Ph.D., CCC-SLP received his bachelor's degree in speech-language pathology and audiology at the Maharashtra University of Health Sciences, Mumbai India. He received his master's degree and earned his doctorate in Communication Sciences and Disorders at Bowling Green State University, in Ohio. He has experience working as a graduate student and clinician at Bowling Green State University's Intensive Clinic for Adolescents and Adults. He also gained experience in delivering therapeutic services to People Who Stutter via tele-practice during his doctoral program. His research interests include psychosocial aspects of stuttering, multicultural aspects of stuttering, and treatment effectiveness in stuttering.



# Meet the Faculty

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## **Maria Diana Gonzales, Ph.D., CCC-SLP**

### *Associate Professor*

Maria Diana Gonzales, Ph.D., CCC-SLP, earned a doctoral degree from Ohio University in Speech-Language Pathology in 1997. She is a bilingual speech-language pathologist who holds the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and is licensed to practice in the state of Texas. Dr. Gonzales has taught undergraduate and graduate courses in normal language development, childhood language disorders, assessment and intervention with culturally and linguistically diverse populations and second language acquisition. She has co-authored several manuscripts, written a book chapter, and presented numerous papers at state and national conferences. In addition, she served as the Editor of ASHA's Special Interest Group 17 Perspectives Journal from 2010 to 2015.

## **Maria Resendiz, Ph.D., CCC-SLP**

### *Assistant Professor*

Dr. Resendiz earned her Ph.D. at the University of Texas at Austin, where she also earned her bachelor's and master's degrees. She has worked as a bilingual speech-language pathologist with bilingual children and children from culturally and linguistically diverse backgrounds in school, rehabilitation, and early childhood settings. She has also supervised graduate students and clinical fellows as they prepare to work as speech-language pathologists. Her research interests include the learning of individuals of various ages from diverse backgrounds.



## **Amy Louise Schwarz, Ph.D., CCC-SLP**

### *Assistant Professor*

Dr. Schwarz earned her Ph.D. at the University of Texas at Dallas. Her research interests include capturing clinical decision-making to improve professional training and translating basic research on early language development into applied research that informs clinical practice and language intervention. She is particularly interested in creating *no cost* tools practitioners can use to improve treatments for children across clinical populations. Dr. Schwarz is both a licensed speech language pathologists and a certified teacher of the deaf/Deaf. She teaches undergraduate and graduate courses in early language assessment and intervention, clinical phonetics, articulation and phonology, and autism. She has experience in the public school setting with children and adolescents.

## **Ranjini Mohan, Ph.D., CCC-SLP**

### *Assistant Professor*

Dr. Mohan received her Bachelor's degree in Speech & Hearing and her Master's degree in Speech Language Pathology from the University of Mysore, India. She earned her Ph.D. in Cognitive Neuroscience and Gerontology at Purdue University in 2016. Her research interests include identifying age- and disease-related changes in communication across the lifespan. She is specifically interested in understanding the neural bases of cognition and language in typically aging adults and those with neurogenic diseases. She has extensive clinical experience working with adults in acute, sub-acute, and outpatient settings both in the U.S. and in India.



# Meet the Faculty

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## **Jessica Bowers, M.S., CCC-SLP**

*Lecturer & Clinic Co-Director*

Jessica Bowers earned both her Bachelor and Master of Science Degrees in Communication Disorders from Texas State University. She has worked primarily with families of children with severe developmental delays and feeding disorders (dysphagia) through early childhood intervention and home health services. She has also provided assessment and intervention for adults with neurogenic communication disorders and dysphagia in long-term acute care hospitals.

## **Emilie Galemore, Au.D., CCC-A**

*Program Faculty & Audiologist*

Emilie Galemore Au.D., CCC-A, graduated with a Bachelor's degree in Communication Sciences and Disorders from Truman State University, Kirksville, Mo., and received her Doctorate of Audiology from The University of Kansas. She holds the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and is licensed to practice in the state of Texas. Previously, she worked in private practice audiology and ENT clinics; as well as completing her clinical externship at a large cochlear implant clinic.



## **Jennifer L. Johnson, M.S., CCC-SLP**

*Clinical Lecturer*

Jennifer L. Johnson, M.S. CCC-SLP holds a Bachelor of Fine Arts in Musical Theatre Performance from Western Michigan University and received a Master of Science in Communication Disorders from Texas State University. She holds a certificate of Vocology from the University of Iowa and has extensive clinical experience in the area of voice. She was formerly the senior voice pathologist for Robert T. Sataloff, M.D. and Associates and Instructor of Otolaryngology-Head and Neck Surgery at Drexel University College of Medicine where she was actively involved in teaching medical students, residents, and fellows, as well as speech-language pathologists and singing voice specialists from around the world. She also has been active in research with the American Institute of Voice and Ear Research and with the Department of Otolaryngology-Head and Neck Surgery at Drexel University College of Medicine.

## **Linda Johnson, M.Ed., CCC-SLP**

*Lecturer*

Linda Johnson, M.Ed., CCC-SLP received her masters degree in speech pathology from Texas State University and has worked extensively in the field of speech and language pathology with children, adolescents and adults. In addition to many years of clinical practice, Ms. Johnson has worked on program development and in management of inpatient and outpatient rehabilitation programs. Ms. Johnson also has offered clinical practicum supervision for Texas State student speech clinicians in various settings. She specializes in adult neurogenic and swallowing disorders and language and literacy intervention.



# Meet the Faculty

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## **Cecilia Perez, M.S., CCC-SLP**

### *Clinical Lecturer*

Ceci Perez earned both her bachelor and master of science degree in communication disorders from Texas State University. She has worked in a variety of settings including public schools, home health and early childhood intervention.

Ms. Perez is excited to be back at her alma mater to guide and support future speech-language pathologists.

## **Lori Stirtz, M.A., CCC-A**

### *Senior Lecturer & Audiologist*

Audiologist since 1983 and has been licensed in the State of Texas since 1993. Her clinical specialty is the diagnosis and treatment of auditory processing disorders. Ms. Stirtz teaches the undergraduate classes related to hearing (CDIS 3469: Introduction to Hearing Science, CDIS 4420: Audiology, CDIS 4370: Aural Rehabilitation), Neuroanatomy (CDIS 3412), and the graduate-level audiology practicum courses (CDIS 5321).



## **Jason Tipps, M.Ed., M.S., CCC-SLP**

### *Clinical Lecturer*

Mr. Tipps received his bachelor of arts from the University of Texas at Austin with a major in Latin American studies and Spanish in 2000. He received a master of education with a major in elementary education bilingual/bicultural in 2004, and a master of science in communication disorders in 2009 from Texas State University. Prior to becoming a speech pathologist, he was a third grade teacher for the Austin Independent School District. His speech pathology professional experience includes employment in the pediatric home health and adult rehabilitation settings.

## **Renee Wendel, M.S., CCC-SLP**

### *Senior Lecturer and Co-Clinic Director*

Renee Wendel earned a master's degree from Texas State University in 1994, and holds the Certificate of Clinical Competence in Speech-Language Pathology, and is licensed by the Texas Department of Licensing and Regulation. She teaches CDIS 5344 -Advanced Clinical Practicum, and CDIS 5689 - Internship in Communication Disorders. Her clinical expertise is in assessment and intervention of autism spectrum disorders, as well as emergent literacy.



# Meet the Faculty

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## **Renee Wendel, M.S., CCC-SLP**

### *Senior Lecturer & Clinic Co-Director*

Renee Wendel is a Senior lecturer and Clinic Co-Director in the Department of Communication Disorders at Texas State University. She holds the ASHA Certificate of Clinical Competence in speech-language pathology, and is licensed as a speech-language pathologist by the Texas Department of State Health Services. Mrs. Wendel earned her Master's Degree in Communication Disorders from Texas State in 1994, and her primary areas of interest and expertise are in assessment and treatment of individuals with Autism Spectrum Disorder and Reading and Writing disorders. Her service has been recognized by Texas State University, having been awarded the Faculty Excellence Award in Service at the Lecturer level in 2005 and 2010. In 2012 she was the College of Health Professions Dean's Nominee for the Presidential Award for Excellence in Service. Mrs. Wendel teaches Advanced Clinical Practicum and Internship in Communication Disorders as well as fulfilling responsibilities centered around clinical education and compliance as a Co-Director of the Texas State University Speech-Language-Hearing Clinic. As a non-tenure line faculty member, Mrs. Wendel has made several presentations in the areas of autism spectrum disorder, Privacy and Security of client/patient records, and pedagogical practices at local, state and national meetings. Outside of her work at Texas State University, she consults with local organizations providing continuing education and parent training to individuals interacting with children and adults on the autism spectrum.

# Have Questions?

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## ***First Sources for Information:***

The Texas State University Student Handbook, this document, The CDIS Department Policy and Procedures manual, and information available on the CDIS website should be the first places you visit to find answers to questions about your graduate studies. The Student Handbook details policies and procedures related to the University, while also serving as a guide to coursework, registration, advising, and much more.

In this document, along with the CDIS website, you will find curriculum requirements for your specific program to help you in planning out your courses to complete degree.

The CDIS Program Manual outlines specific academic and clinical policies and procedures.

## **Student Handbook**

<http://www.dos.txstate.edu/handbook.html>

## **CDIS Website**

<http://www.health.txstate.edu/cdis/>

## **Departmental Policy and Procedure Manual**

<http://www.health.txstate.edu/cdis/About/CDIS-Policies--Procedures.html>

## **Common Course Sequence and Course Load Questions**

**Q: Do I have to take my courses in order?**

**A:** Yes

**Q: Is there a recommended course load per semester?**

**A:** A normal graduate course load is six hours per semester, plus clinical practicum. This allows for adequate time and attention in preparation for clinical and class activities as well as outside assignments. In addition to academic success, an important part of the program is student demonstration of self-discipline in maintaining a healthy life balance. Though a 9-hour course load may not be possible, any deviation from the recommended course load must be approved in advance by the Graduate Program Coordinator.

**Q: If I obtain all of my practicum hours before my academic courses are complete, do I need to enroll in clinic courses?**

**A:** Yes. Departmental policy indicates that students must be enrolled in a clinical practicum course (CDIS 5321, 5344, or 5689) each semester they are enrolled in graduate school.

For a complete list of graduate program FAQs, please see the CDIS website FAQ page at:

<http://www.health.txstate.edu/cdis/Admissions/Graduate-Program-Frequently-Asked-Questions.html>

# Have Questions?

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## **Off-Campus Practicum/Internship**

### **Q: When do I see my “first real clients” in the clinic?**

**A:** All students begin seeing clients their first semester in graduate school. Each of you are in this graduate program because you have a foundation (undergraduate degree or leveling) in communication disorders. Until now, you have built your knowledge base via academic coursework. Things “get real” in graduate school and you begin to apply your knowledge in authentic clinical situations.

### **Q: How are students placed at practicum sites?**

**A:** The practicum is a two consecutive semester experience that will begin in the fall semester of your second year. Students complete and submit an “Off campus Practicum Application and Profile” in the month of April, in the Spring of their first year. Practicum applications can be downloaded from the CDIS 5344 TRACS site upon direction from the 5344 course instructor. The primary responsibility of this department is to ensure YOU have a seat on graduation day. Students are placed based on academic and clinical needs first, then area of interest may be considered. Students may not request practicum placements.

### **Q: Does the practicum a class have regular class meetings?**

**A:** No. CDIS 5689 is an asynchronous, distance education course, but there are required class meetings each semester. Attendance at these meetings is required.

### **Q: Can I choose who my On-campus Supervisor will be?**

**A:** No. A Clinic Co-Director assigns practicum supervisors.

### **Q: How do I know what I am expected to do for the practicum?**

**A:** A comprehensive description of practicum expectations will be covered in CDIS 5344 (Summer, year I) and in CDIS 5689. You will be given additional information about expectations with the course syllabus at an orientation meeting held before the start of the fall semester.

# Cognate Descriptions

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## **Autism Cognate**

- Offers a specialized concentration in the treatment and assessment of individuals with autism spectrum disorder.
- First year autism cognate students are required to attend biweekly cognate meetings to learn various issues regarding assessment and intervention principles.
- At least 100 of the 375 ASHA minimum clock hours are required with individuals who have autism or related disorders.
- First and second year cognate students are required to participate in a cognate-sponsored service project during the Spring semester, and second year students receive a robust research perspective in their CDIS 5390 advanced independent study course.

## **Bilingual Cognate**

- Offers a specialized concentration in the treatment and assessment of bilingual or monolingual Spanish-speaking clients under the supervision of bilingual or bicultural speech-language pathologists.
- At least 125 clock hours with bilingual or monolingual Spanish-speaking clients under the supervision of bilingual or bicultural speech-language pathologists.
- Bilingual clinicians completing the Bilingual cognate accrue bilingual hours assessing and treating bilingual clients whose dominant language is English OR Spanish and with monolingual Spanish-speaking clients.
- Bilingual cognate students completing 2 cognates during graduate school will be required to obtain a minimum of 100 contact hours with bilingual or mono-lingual Spanish speaking clients.

## **Fluency Cognate**

- Offers a specialized concentration in the treatment and assessment of individuals who stutter.
- Students who participate in this cognate will have the opportunity to utilize telepractice, which is the use of telecommunications technology at a distance by connecting clinicians to clients who may have difficulty to access of services and provide them with assessment, intervention, and/or consultation.
- Take part in the 10-day extensive Comprehensive Stuttering Therapy Program developed for adults who stutter offered in the summer.
- At least 50 clock hours in the assessment and treatment of PWS (People Who Stutter) (of the minimum 325 clock hours required at the graduate level).
- Students will meet with the cognate supervisor for two hours at an interval of four weeks at the beginning of the student's first semester of graduate school. During these meetings, issues pertaining to assessment and treatment of stuttering will be addressed.
- Students will be required to complete advanced readings on the treatments and assessment of fluency disorders during the first year of graduate school. This will include hands on experience in administering and scoring standardized tests of stuttering.



# Cognate Descriptions

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## **Neurogenic, Voice and Swallowing (NVS) Cognate**

- Offers a specialized concentration in the treatment and assessment of individuals with medical-based communication/swallowing impairments.
- At least 100 clock hours in the assessment and treatment of individuals with medical-based communication/swallowing impairments.
- Students who are enrolled in this cognate will meet with their mentor for two hours at an interval of four weeks beginning their first semester of graduate school. Issues related to the assessment and treatment of individuals with medical-based communication/swallowing impairments will be discussed during these meetings. The meetings will expose students to the interdisciplinary nature of medical speech-language pathology.
- Students will complete advanced readings and modules related to the assessment and treatment of individuals with medical-based communication/swallowing impairments. This will include hands-on experience with instrumentation related to the assessment of individuals with communication/swallowing impairments.

## **Versatility In Practice (VIP) Cognate**

- Offers a specialized concentration in the treatment and assessment of individuals with varied speech and language disorders throughout the lifespan.
- At least 25 clock hours in the assessment and treatment of individuals in the following age-ranges across the lifespan: Birth-to-Five, School-Age, and Adult.
- Students enrolled in this cognate will meet with their mentors to discuss issues related to the assessment and treatment of individuals with communication/swallowing impairment across the lifespan. The meetings will focus on application of clinical skills to a variety of populations and settings.
- Students will complete advanced readings and modules related to the assessment and treatment of individuals with communication/swallowing impairments across the lifespan. This will include hands-on experiences and visits to various clinical settings where speech pathologists may work with patients.

# Important University Contacts

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## Key Department Contacts

### Department Chair

Dr. Valarie Fleming  
HPB 170  
(512) 245-2344  
Valarie.Fleming@txstate.edu

### Administrative Assistants

Irene Talamantes  
HPB 150  
(512) 245-2330  
it01@txstate.edu

### Clinic Co-Directors

Mrs. Renee Wendel  
HPB 101A  
(512) 245-8240  
rw18@txstate.edu

Alice Zamora  
HPB 101  
(512) 245-8241  
az11@txstate.edu



Mrs. Jessica Bowers  
HPB 217A  
(512) 245-8689  
jh1124@txstat.edu

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## Helpful University Offices On Campus

### Athletics

Darren B. Casey Athletic Administration  
Complex  
(512) 245-2114  
athletics@txstate.edu

### Bookstore

LBJSC - 2nd floor  
(512) 245-2273  
universitybookstore@txstate.edu

### Student Business Services

JCK 188  
(512) 245-2544  
cashiers@txstate.edu

### Career Services

LBJSC 5-7.1  
(512) 245-2645  
careerservices@txstate.edu

### Counseling

Counseling Center  
LBJSC 5-4.1  
(512) 245-2208  
counselingcenter@txstate.edu

### Disability Services

LBJSC 5-5.1  
(512) 245-3451  
ods@txstate.edu

# Important University Contacts

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## Helpful University Offices On Campus

### University Police

Nueces Building  
(512)245-2805  
police@txstate.edu

### Equity and Access Office

JCK 840  
(512) 245-2539  
equityaccess@txstate.edu

### Financial Aid and Scholarships

JCK 240  
(512) 245-2315  
finaid@txstate.edu

### Graduate College

JC Kellam 280  
(512)245-2581  
gradcollege@txstate.edu

### Gym/Fitness Center

SRC 100  
(512) 245-2392  
CampusRecreation@txstate.edu

### Health Center

S298 Student Center Drive  
San Marcos, TX 78666  
(512) 245-2161  
healthcenter@txstate.edu

### Judicial Affairs/Student Affairs

LBJSC 5-1.5  
(512) 245-2370  
Legalhelp@txstate.edu

### Libraries

ALK 201  
(512) 245-3681  
library@txstate.edu

### Parking

Matthews Street Garage  
(512) 245-2887  
parking@txstate.edu

### Tech (ITAC)

MCS 263  
(512) 245-4822  
itac@txstate.edu

### Registrar

JC Kellam 111  
(512) 245-2367  
registrar@txstate.edu

### Round Rock Campus

Avery Bldg.  
(512) 716-4001  
www.rrc.txstate.edu

### RRC Library Services

Avery 255  
(512) 716-4700  
rrclibrary@txstate.edu

### TRACS Support

Alkek 108  
(512) 245-5566  
tracs@txstate.edu

### Veterans Affairs

JCK 111  
(512) 245-2641  
veteransaffairs@txstate.edu

### Writing Center

ASBN 100  
(512)245-3018  
nw05@txstate.edu