Welcome to Graduate Information Day

October 6, 2017

TEXAS STATE UNIVERSITY

The rising STAR of Texas
Graduate Information Day Schedule

• **Department Chair Welcome (9:00)**
  - Dr. Fleming

• **Graduate Advisor and Graduate College Representative (9:05)**
  - Application process
  - Program description and requirements
  - Program sequence
  - Question and Answer

• **Introduction of Faculty (9:30)**
  - Ms. Bowers
  - Dr. Chakraborty
  - Dr. Domsch
  - Ms. Frederickson
  - Dr. Galemore
  - Dr. Gonzales
  - Dr. Irani
  - Ms. J. Johnson
  - Ms. L. Johnson
  - Dr. Mohan
  - Ms. Perez
  - Dr. Resendiz
  - Dr. Schwarz
  - Ms. Stiritz
  - Mr. Tipps
  - Ms. Wendel
Graduate Information Day Schedule

• Cognate Descriptions and Study Abroad (10:00)
  o Bilingual Cognate
  o Fluency Cognate
  o Autism Cognate
  o Neurogenic, Voice and Swallowing (NVS)
  o Versatility In Practice
  o Study Abroad

• Clinic Co-Directors (11:00)
  o Overview of the clinic
  o Question and Answer

• Graduate Student Question and Answer Session (11:30)

• Department Chair and Graduate Advisor (12:00)
  o Conclude Graduate Information Day
  o Guide visiting students to the clinic

• Clinic Tour (12:15)
The Graduate College
Admissions Process

1. Submit ApplyTexas application online
   It can take up to 48 hours to reach our office

2. Receive NetID instructions via email

3. Upload documents through GADU
   - Copy of an official transcript from each institution in which credit was received. If enrolled in Fall 2017, those grades must be included. (If admitted, an official transcript from each institution will be required prior to enrollment.)
   - Prerequisite Course Form
   - Statement of Purpose Form
   - Recommendation Forms
   - Resume/CV
The Graduate College
Admissions Process

Important:

• Apply sooner than later
  o Master’s program deadline: January 15th
  o Leveling program deadline: April 1st

• Check your status online

• Only submit documents required by the program

Contact Us
512.245.2581 or gradcollge@txstate.edu
Willow Hall on the Round Rock Campus
The vision of the Department of Communication Disorders is to become the leading program in the State of Texas for educating future speech-language pathologists and audiologists for clinical, research, and leadership roles ready to work successfully with culturally and/or linguistically diverse individuals across the lifespan.
Texas State University CDIS Mission Statement

The Department of Communication Disorders is dedicated to excellence in teaching, research, and clinical practice in speech-language pathology and audiology. We are committed to innovative instruction, expansion of knowledge, and community-based collaboration to create a vibrant and supportive learning community that engages and inspires students, faculty, staff, and clients. Advanced clinical and educational training, grounded in evidence-based practice (EBP) and practice-based evidence (PBE), prepares students to serve individuals with communication disorders and their families in an ethical and culturally competent manner.
Degree Plan Options

• M.A.
  o Thesis Option
    • 27 Academic Credits
    • 6 Elective Credits (Cognate Courses)
    • 6 Thesis Credits
    • 3 Clinical Practicum credits each semester (hours don’t count toward degree)

• M.S.C.D.
  o Non-Thesis Option
    • 27 Academic Credits
    • 9 Elective Credits (Cognate)
    • 3 Clinical Practicum credits each semester (hours don’t count toward degree)

• Cognates: 5 choices, to be discussed later
Graduate Students from Other Undergraduate Programs

- American Speech-Language-Hearing Association requires transcript credit in the following areas:
  - **Physical Science** (must be Chemistry or Physics- 3 hrs)
  - **Biological Science** (must be human/animal based- 3 hrs)
  - **Social/Behavioral Science** (3 hrs)
  - **Bio-statistics** (3 hrs)

- Additional Departmental Requirement
  - Development across the Lifespan (3 hrs)
Graduate Students from Other Undergraduate Programs

• Leveling/Background Courses
  o If you have not had equivalent background CDIS courses (Aural Rehab, Neuro, etc.), you will need to enroll to acquire the total number of Academic Courses
  o Our dept. requires a minimum of TWO CDIS disorder courses at the undergrad level
  o Strongly suggested to complete all CDIS courses prior to beginning the graduate program
First Year: Fall

• All first year graduate students take the following courses in the fall:
  o CDIS 5336-Neuromotor Disorders of Speech
  o CDIS 5342-Aphasia and Related Disorders
  o CDIS 5363-Language Disorders in Birth to 5 Pop.
  o CDIS 5344-Advanced Clinical Practicum
  o CDIS 5399A-Master’s Thesis (optional)
  o CDIS 5321 Audiology Practicum (some students)

• May need to take ASHA or dept. required courses, as mentioned earlier
First Year: Spring

• All first year graduate students take the following courses in the spring:
  o CDIS 5333 -- Lang Dis in School-Age and Adolescence
  o CDIS 5339---Dysphagia
  o CDIS 5362--- Introduction to Research in Communication Disorders
  o CDIS 5344-Advanced Clinical Practicum
  o CDIS 5399A or B– Master’s Thesis (optional)
  o CDIS 5321 Audiology Practicum (some students)
  o CDIS 5335---Bilingual Phonology and Phonological Disorders (bilingual cognate students only)

• May need to take ASHA or dept. required courses, as mentioned earlier
First Year: Summer

- All first year graduate students take the following courses in the summer:
  - CDIS 5331 --- Stuttering Therapy
  - CDIS 5337 --- Vocal Rehabilitation
  - CDIS 5340 --- Cognitive Rehabilitation in TBI
  - CDIS 5350 --- Multicultural Issues in Communication Disorders
  - CDIS 5344 --- Advanced Clinical Practicum – on campus
  - CDIS 5399A or B- Master’s Thesis (optional)
  - CDIS 5321 Audiology Practicum (remaining students)

- Must have ASHA/dept. required courses complete BEFORE going off campus

- Consider Study Abroad for Summer also
Second Year: Fall

• All second year graduate students take the following courses in the fall:
  o CDIS 5390 –Seminar in Communication Disorders (fall or spring)
    • Second Language Acquisition- Bilingual cognate
  o CDIS 5334 --Articulation and Phonological Disorders: Assessment and Intervention (currently online)
  o CDIS 5689 Internship in Communication Disorders
  o CDIS 5399B-Master’s Thesis (optional)
Second Year: Spring

• All second year graduate students take the following courses in the spring:
  o CDIS 5689 Internship in Communication Disorders
  o CDIS 5399B Master’s Thesis (optional)
CDIS Graduate Non-Degree Seeking Students

- If your undergrad degree was in something other than Communication Disorders, you should apply for the Leveling program
  - Also called Non-Degree Seeking
- Successful completion of the leveling coursework DOES NOT guarantee a permanent slot in the regular two year graduate program
- Each student SHOULD APPLY to multiple Master’s programs for admission
Leveling Program: Fall

• All leveling students take the following courses in the fall:
  o CDIS 5325—Anatomy and Physiology of the Speech Production System
  o CDIS 5312—Neuroanatomy for Communication Disorders
  o CDIS 5459—Phonemics and Phonetics
  o CDIS 5330—Speech and Language Development
  o CDIS 5420—Introduction to Audiology

• May need to take ASHA required courses, as mentioned earlier
Leveling Program: Spring

• All leveling students take the following courses in the spring:
  o CDIS 5462—Remediation of Articulatory and Phonological Disorders
  o CDIS 5469—Introduction to Hearing Science
  o CDIS 5475—Speech Science
  o CDIS 5370—Aural Rehabilitation
  o CDIS 5466—Clinical Management of Language Disorders

• May need to take ASHA required courses, as mentioned earlier
CDIS Organizations

• **NSSLHA**
  National Student Speech Language Hearing Association is a pre-professional membership association for students interested in the study of communication sciences and disorders.
  Advisor and Contact: Ms. Linda Johnson

• **SERTOMA**
  Student organization of the international service organization SERTOMA: SERvice TO MAKind. Sertoma’s primary service project is assisting the more than 50 million people with speech, hearing and language disorders. local community needs, as identified by the individual clubs.
  Advisor and Contact: Ms. Jennifer Johnson

• **Bilingual/Bidialectal Interest Group**
  Group dedicated to enhancing the Bilingual Cognate in SLP at Texas State University.
  Advisor and Contact: Mr. Tipps
Financial Aid and Scholarships
J. C. Kellam Building, Suite 240
Texas State University
601 University Dr.
San Marcos, Texas 78666–4684
Phone: (512) 245-2315
e-mail: financialaid@txstate.edu

CDIS Graduate Information Day Fall 2017

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Introduction of Faculty

CDIS Graduate Information Day Fall 2017

TEXAS STATE UNIVERSITY

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Bilingual and Multicultural Cognate
Coordinators

Dr. Maria Resendiz
Ms. Cecilia Perez
Dr. Maria Diana Gonzales
Mr. Jason Tipps
Overview

• Multi-faceted exposure to and experiences with clinical bilingual and bicultural issues

• Interaction with bilingual speech-language pathologists currently serving diverse populations

• Providing bilingual and bicultural diagnostic services to local school districts for their students with speech and language disorders

• Past cognate members included:
  – English, Spanish, Arabic, Ukrainian, German, American Sign Language, Mandarin, Vietnamese
## At A Glance

<table>
<thead>
<tr>
<th>First Year Students</th>
<th>Second Year Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall and Spring Semesters</strong></td>
<td><strong>Fall and Spring Semesters</strong></td>
</tr>
<tr>
<td>• Attend bi-weekly meetings with the cognate</td>
<td>• For Spanish/English bilingual speakers, a minimum of 125 hours must be with bilingual clients.</td>
</tr>
<tr>
<td>• Read advanced articles about and providing service to the bilingual population</td>
<td>– Supervision of these hours will be done by a bicultural or bilingual speech-language pathologist.</td>
</tr>
<tr>
<td>• Attend BIG meetings</td>
<td>• Languages other than Spanish require 25 clinical clock hours.</td>
</tr>
<tr>
<td>• Obtain an officer position in BIG</td>
<td>• CDIS Second Language Acquisition (which semester is this taken at?)</td>
</tr>
<tr>
<td>• Additional Coursework:</td>
<td></td>
</tr>
<tr>
<td>– CDIS Bilingual Phonetics</td>
<td></td>
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<tr>
<td><strong>Summer</strong></td>
<td></td>
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<tr>
<td>• Multicultural Intensive Speech-Language Intervention Clinic</td>
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Extracurricular

• Community involvement through Bilingual Interest Group student organization providing resources to underserved populations.
  – Free library
Fluency Cognate

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Coordinators

Dr. Farzan Irani
Ms. Jennifer Johnson
Overview

• Assessment and intervention services for people who stutter (PWS) across the life-span.

• Advanced clinical and academic training for students in assessment and intervention for PWS.
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<td><strong>Fall and Spring Semesters</strong></td>
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</tr>
<tr>
<td>• Additional Coursework:</td>
<td>• 50 clinical hours of assessment and intervention in fluency disorders.</td>
</tr>
<tr>
<td>– CDIS Bilingual Phonetics</td>
<td>– 40 hours of direct clinical contact</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>• Additional Coursework:</td>
</tr>
<tr>
<td>o Participate in the Comprehensive Stuttering Therapy Program (CSTP) in the capacity of graduate student clinicians.</td>
<td>– 3 credit hour CDIS Seminar (5390) course with a focus on fluency disorders (Fall or Spring of second year).</td>
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Autism Cognate

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MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™
Coordinators

Ms. Renee Wendel

Dr. Amy Louise Schwarz

Ms. Jessica Bowers
Overview

The Autism Cognate at Texas State provides students with:

- Assessment and intervention experiences serving persons on the autism spectrum.

- High quality, evidence-based academic and clinical training.

- Evidence-based research experiences for graduate students.
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</tr>
<tr>
<td>• Complete four on-line training modules (24 hours) developed by the Texas Statewide Leadership for Autism (T-SLAT)</td>
<td>• Clinical externships with clients diagnosed with ASD</td>
</tr>
<tr>
<td>• Attend bi-weekly meetings to discuss issues regarding ASD.</td>
<td>• 100 hours of autism-specific service delivery</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>– Up to 25 hours can be non-contact (T-SLAT training, on campus trainings, etc.)</td>
</tr>
<tr>
<td>• ASD intervention activities</td>
<td>• 3 credit hour independent study course on ASD</td>
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<tr>
<td>• Observation of ASD characteristics assessment of persons with ASD</td>
<td>o Explore current ASD research</td>
</tr>
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Extracurricular

- Student driven community outreach and service project every spring
- Cognate social once a semester, in order to encourage interaction between the first-year and second-year cognate students.
- Field Trips
  - Autism Treatment Center (San Antonio)
  - Bonham Pre-K in San Marcos
  - Group discussions
Neurogenic, Voice and Swallowing (NVS) Cognate
Coordinators

Dr. Valarie Fleming

Ms. Jennifer Johnson

Dr. Rahul Chakraborty
Overview

• Offers a special concentration in the treatment and assessment of individuals with medical-based communication/swallowing impairments

• Hands-on experience with instrumentation related to the assessment of individuals with communication/swallowing impairments.
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</tr>
<tr>
<td>• Attend meetings with mentor</td>
<td>• At least 100 clock hours in the assessment and treatment of individuals with medical-based communication/swallowing impairments.</td>
</tr>
<tr>
<td>• Discuss issues related to the assessment and treatment of individuals with medical-based communication/swallowing impairments.</td>
<td>• Languages other than Spanish require 25 clinical clock hours.</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
</tr>
<tr>
<td>• Pediatric feeding/swallowing</td>
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</table>
Extracurricular

• Complete advanced readings and modules related to the assessment and treatment of individuals with medical-based communication/swallowing impairments.
Versatility in Practice (VIP) Cognate
Overview

• Offers a specialized concentration on in the treatment and assessment of individuals with varied speech and language disorders throughout the lifespan.
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### Fall and Spring Semesters
- Two to three cognate meetings
- Advanced readings and clinical modules applicable to assessment and treatment of disorders across the lifespan

### Summer

### Fall and Spring Semesters
- Second year: Independent Study or Seminar course with professor whose research addresses general speech and language differences and disorders.
- Clinical hours requirement: Of the minimum 375 clock hours, 75 hours must be accrued with clients in each of the following age-ranges across the lifespan:
  - Birth-to-Five
  - School-Age
  - Adult
Extracurricular

• Visits to various clinical settings where speech pathologists may work
CDIS Study Abroad
London 2016 and 2017
Peru 2018
CDIS Graduate Information Day Fall 2017

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Co-Academic Program Directors

Dr. Domsch

Ms. Stiritz

Mr. Tipps
What We Will Study

• The history of both written and spoken language
• How culture defines “disorder” and “dialect”

• How services are provided in the UK or Peru
Where We Will Go
Lima and Macchu Pichu

Universities, libraries, museums, historical sites and clinical-service providers
When?

Summer Session I

• In Peru from June 2-16
• On campus June 18-July 6

6 credit hours, which will count for CDIS 5350: Multicultural Issues in Communication Disorders
Clinical Practicum
and
The Speech-Language-Hearing Clinic

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Why Clinical Practicum?

• Meet Certification Standards

• Exposure to client/patient populations across the lifespan from culturally and linguistically diverse backgrounds

• Gain required contact hours

• **On campus** – 1\textsuperscript{st} three semesters
• **Off Campus** – last two semesters
Standard V

- Evaluation
- Intervention
- Professional Interaction and Personal Qualities
- Across the lifespan
- A minimum of 400 supervised clock hours
  - 25 observation
  - 375 direct contact
  - 325 must be obtained at the graduate level
The Speech-Language-Hearing Clinic

• Provides evaluation and intervention services to individuals in communities along the I-35 corridor.

• Your first 3 semesters are spent acquiring clinical skills in this clinic

• Yes, you will be responsible for clients your very first semester.
Overview

• **Therapy services:**
  o 35-40 treatment cases/week
  o Typically 2 visits/week / frequencies can vary
  o Occasionally: additional clients via tele-health

• **Diagnostic Services:**
  o 20-22 assessments per semester
  o Includes 5-10 SMCISD evaluations
  o Formal opportunities for guided observation
  o Ongoing assessment throughout the semester

• **Hearing / Audiology Services**
  o Approximately 10-12 scheduled appointments per week
  o Services include: auditory processing disorder evaluations, hearing evaluation, hearing aid dispensing / repair; cochlear implants; ABR; BAHA
  o Per semester: 100-120 audiology visits
Alternate Clinical Education (ACE)

• SimuCase

• Faculty guided, computer-based, simulated assessment and therapy cases
Population

- A variety of diagnoses
  - CVA
  - Autism
  - Voice / Resonance disorders
  - Stuttering
  - Motor Speech or speech sound disorders
  - Dialectical differences / modification
  - Intellectual challenges
  - The list goes on

- Age range from 14 months to 85 years old
- Monolingual Spanish speaking
- Monolingual English speaking
- Bilingual English-Spanish speaking
- Bilingual English - Other
Other Questions

Please email: cdisgradprog@txstate.edu

THANK YOU!