Northern Arizona University
College of Health and Human Services
Department of Health Sciences
Program in Speech-Language Sciences and Technology

Syllabus
(subject to change)

Lecturer: Kristan Culbertson
Teaching Assistant/s (TAs): Miranda Clements
Semester: Spring 2016
Course Prefix, Number, Title: SST 303, Speech-Language Pathology Assistant (SLPA)-Principles of Screening and Treatment
Credit Hours: 3
Recommended Course Prerequisites: SST 191, 202, 251, 301 and 302; or permission of instructor
Instruction Mode: Online, Asynchronous

Office Hours, both virtual and on campus: Tuesday and Thursday from 3:00-4:00 p.m. MST. My office is in the Student and Academic Services Center, bldg. 60, room 405. I recommend making an appointment. The TA and I will not be working on the class over the weekend.

Communication: Please use the Bb Learn messaging system in the course for all course content questions. Do not use my NAU email. My office phone number is: (928) 523-8619.

Course Description: SST 303 addresses general and specific principles of screening and treatment for the speech-language pathologist assistant (SLPA). This course discusses screening procedures and behavior modification principles used in the treatment of communication disorders. SST 303 consists of lectures, demonstrations, and videos to accompany assigned readings.

Prerequisite knowledge needed to be successful in this course: Knowledge of disorders in children and adults, phonetics, and anatomy.

What time of day do quizzes, exams, discussions, and assignments close? They close at 11:59 p.m. MST on the due date given in the syllabus. If you are in a different time zone, be sure to meet the Mountain Standard Time zone deadline.
Required Textbook:

Recommended Textbook:

Learner Expectations & Outcomes for this Course: SST 303 is intended to provide the prospective speech-language pathology assistant (SLPA) with basic information about SLPA scope of practice, speech and hearing screening protocols and procedures. Behavior modification principles are also provided as they pertain to the treatment of articulation and phonology, voice, language, and fluency disorders. The focus of the course is on the role of the SLPA in clinical practice and follows the guidelines and scope of practice for SLPAs established by the American Speech-Language-Hearing Association (ASHA).

As an active and engaged learner in this course, you will:
1. List and explain the rules and regulations for SLPA licensure/certification in two different states.
2. List and explain SLPA clerical/administrative and technical skills under the direction of the SLP.
3. Develop draft lesson plans, within the scope of practice of an SLPA, by applying behavioral and treatment strategies for: speech disorders; language disorders; fluency disorders
4. Collect data and prepare S.O.A.P. notes in a variety of treatment settings.
5. Discuss SLP supervisory roles and responsibilities.
6. Explain the SLPA’s roles and responsibilities for speech, language, and hearing screenings.
7. Discuss ethical, cultural, and professional conduct issues for the SLPA.

Course Structure/Approach:
This course is designed to prepare you for practice through many activities that involve scope of practice for the SLPA. Straying from the traditional model of pedagogy delivered in an online course, this course is considered a “flipped classroom.” This means you will be actively learning and engaged in numerous collaborations with the instructor and your classmates and conducting research on a variety of SLPA topics with the guidance of the instructor. Rather than giving lectures that cover what you’ve already read, you will notice that the design of the learning activities, instructor guidance/feedback, and collaboration with your classmates leads to effective learning and knowledge of the content. You will
engage in critical thinking and application in a variety of ways: assess your own learning, participate in peer grading, and engage in collaborative learning.

TECHNOLOGY! We will be using Google docs for some activities. These Google docs will still be available after the course closes as long as you have your NAU log-in credentials (e.g. kef67@nau.edu). You may find these documents to be valuable resources in the future. Be sure to contact the NAU Student Technology Center with help using Google docs or any technology difficulties with this course. The instructor’s role is to provide the content necessary, not instruct you on how to use the technology required.

This course requires effective time management and attention to detail. These two aspects are essential as a practicing SLPA/SLP. If you feel that you will not be able to keep up with the rigorous learning expectations of this class, you may want to reconsider taking this course at a later date. **Late submissions will not be accepted.** There are many interactive activities with classmates and you will need to participate within the expected time frame for each. Because of the rigorous learning expectations for each module, each module will be accessed when the module is being worked on. This “gatekeeper” course structure will assist with time management, ensure that you will devote your energies to the current module material, and keep you from being overwhelmed with the intensity of the course.

WEEKLY THERAPY TOOL BOX ACTIVITY: Each week you will add to your Therapy Tool Box in Google docs. The tool box deadlines do not always coincide with the modules, therefore the Therapy Tool Box link is available on the Course Content page as well as in each module.

**MODULE 1: Rules and Regulations for SLPA Licensure or Certification**
- Read SLPA state licensure/certification rules and regulations in 2 different states
- Participation in the SLPA Licensure/Certification Activity
- Add to your Therapy Tool Box
- Create Module 1 Question & Answer for midterm exam

**MODULE 2: Speech-Language Pathologist Assistant: Scope of Practice**
- Read Scope of Practice material
- Participate in Scope of Practice Activity that includes self & peer grading for this assignment
- Add to your Therapy Tool Box
- Create Module 2 Question & Answer for midterm exam

**MODULE 3: Draft Lesson Plans by Applying Behavioral and Treatment**
Strategies

***This module will require more than the 9-10 hours of classtime expected each week. For this reason, Modules 6 & 7 classtime expectations and learning activities are significantly reduced.****

• Read lesson plan and treatment material
• Participate in Lesson Plan Activity
• Add to your Therapy Tool Box
• Create Module 3 Question & Answer for midterm exam
• Do the ungraded quiz to learn about behavioral strategies and receptive and expressive language goals

MIDTERM EXAM: Covers Modules 1-3

MODULE 4: Data Collection
• Read Data Collection material & view videos
• Participate in Data Collection Activity
• Add to your Therapy Tool Box
• Create Module 4 Question & Answer for final exam

MODULE 5: Speech, Language, and Hearing Screenings: The SLPA’s Roles and Responsibilities
• Read material
• Participate in Speech, Language, and Hearing Screening Activity
• Add to your Therapy Tool Box
• Create Module 5 Question & Answer for final exam

MODULE 6: SLP Supervisory Roles and Responsibilities
• Read material
• Self-graded Discussion
• Add to your Therapy Tool Box
• Create Module 6 Question & Answer for final exam

MODULE 7: Ethical, Cultural, and Professional Conduct Issues
• Read material
• Self-graded Discussion
• Add to your Therapy Tool Box
• Create Module 7 Question & Answer for final exam

FINAL EXAM: Covers Modules 4-7

Method of Assessment: You will be graded on the assessment items outlined below.

Time Line for Assessment (Subject to Change)
<table>
<thead>
<tr>
<th>Type</th>
<th>Due Date &amp; Description</th>
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| Module 1                 | SLPA Licensure/Certification Activity: Due February 7th. You will need to start on this the first day of class to sign up for your group. Question (and answer) for Module 1 used on the midterm exam: Due February 7th  
|                          | Therapy Tool Box: See below                                                                                                                                                                                             |
| January 19-February 7    |                                                                                                                                                                                                                         |
| Module 2                 | Scope of Practice Activity: Due February 21st  
|                          | Self and Peer grading: Due February 28th  
|                          | Question (and answer) for Module 2 used on the midterm exam: Due February 21st  
|                          | Therapy Tool Box: See below                                                                                                                                                                                             |
| February 8-February 28   |                                                                                                                                                                                                                         |
| Module 3                 | Lesson Plan Activity: Due March 6th  
|                          | Question (and answer) for Module 3 used on the midterm exam: Due March 6th  
| ***This module contains heavy reading and activity*** | Ungraded Quiz: Covers behavioral strategies, receptive and expressive language goals. Open February 22-March 6th. Therapy Tool Box: See below |
| February 22- March 6     |                                                                                                                                                                                                                         |
| Midterm Exam             | Covers Modules 1-3 only. Open March 9-11th. You will use the Google doc that you and your classmates have been using to submit questions to use as a study guide for the midterm exam. There will be 50 randomly chosen questions on the final. You will have four attempts with your highest score as your grade. The exam is untimed. |
| March 9-11th             |                                                                                                                                                                                                                         |
| Module 4                 | Data Collection Activity: Due March 27th.  
|                          | Question (and answer) for Module 4 used on the final exam: Due March 27th  
|                          | Therapy Tool Box: See below                                                                                                                                                                                             |
| March 7-March 27         |                                                                                                                                                                                                                         |
| Module 5                 | Speech, Language, Hearing Screening Activity: Due April 10th.  
|                          | Question (and answer) for Module 5 used on the final exam: Due April 10th  
|                          | Therapy Tool Box: See below                                                                                                                                                                                             |
| March 28-April 10        |                                                                                                                                                                                                                         |
| Module 6                 | Self graded Discussion: Due April 17th.  
|                          | Question (and answer) for Module 6 used on the final exam: Due April 17th  
|                          | Therapy Tool Box: See below                                                                                                                                                                                             |
| April 11-17              |                                                                                                                                                                                                                         |
| Module 7                 | Self graded Discussion: Due April 24th.  
|                          | Question (and answer) for Module 7 used on the final exam: Due April 24th  
|                          | Therapy Tool Box: See below                                                                                                                                                                                             |
| April 18-24              |                                                                                                                                                                                                                         |
| Final Exam               | Covers Modules 4-7 only. Open May 9-13th. You will use the Google doc that you and your classmates have been using to submit questions to use as a study guide for the final exam. There will be 50 randomly chosen questions on the final. You will have four attempts with your highest score as your grade. The exam is untimed. |
| May 9-13                 |                                                                                                                                                                                                                         |
Therapy Tool Box
Submit one treatment tool each week on the due dates below. Be sure to add your full name and date next to each of your tools to get points.

<table>
<thead>
<tr>
<th>Week 1: January 31st</th>
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<tbody>
<tr>
<td>Week 2: February 7th</td>
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<tr>
<td>Week 3: February 14th</td>
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<tr>
<td>Week 4: February 21st</td>
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<tr>
<td>Week 5: February 28th</td>
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<tr>
<td>Week 6: March 6th</td>
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</tbody>
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No Tool Box Submissions for Spring Break

| Week 9: March 27th |
| Week 10: April 3rd |
| Week 11: April 10th |
| Week 12: April 17th |
| Week 13: April 24th |

Grading System & Description
The points possible for this class are as follows:

Therapy Tool Box: 11 tools, 20 points each.

Midterm and Final Exam Module Questions and Answers: 7 total, 20 points each

SLPA Licensure/Certification Activity: 50 points. All or nothing. This is a collaborative assignment. The instructor will ensure that you demonstrate knowledge of the concepts by working with each of you in the group. Feedback will be provided in the Google doc. The only way to lose points on this is to not complete the assignment by the due date.

Scope of Practice Activity: 50 points possible for the activity. Peer graded and self-graded. 20 additional points possible for grading yourself and your peers.

Lesson Plan Activity: 6 lesson plans, 20 points each.

Data Collection Activity: 4 videos to view and collect data, 20 points each.

Speech, Language, and Hearing Screening Activity: 50 points.

Discussions Modules 6 & 7: 20 points each, self graded.
Points Breakdown:
Therapy Tool Box: 120 points possible
Midterm Question and Answer: 60 points possible
Final Question and Answer: 80 points possible
SLPA Licensure/Certification Activity: 50 points possible
Scope of Practice Activity: 50 + 20 points possible
Lesson Plan Activity: 120 points possible
Data Collection Activity: 80 points possible
Speech, Language, and Hearing Screening Activity: 50 points possible
Discussions Module 6 & 7: 40 points possible
Midterm Exam: 50 points
Final Exam: 50 points

Total points: 770

GRADE POINT SCALE: The grade point scale is based on 770 possible points.
Assignment of letter grades is based upon the percentage of the total points a student earns, as follows:
A = 89.5% to 100%
B = 79.5% to 89.4%
C = 69.5% to 79.4%
D = 59.5% to 69.4%
F = <59.4%

TIPS FOR SUCCESS IN THIS CLASS
• **Plan to spend 9-10 hours each week** devoted to this course. It is expected that for every credit hour of a course, you spend 3 hours in the course each week e.g. 3 credit course=9 hours/week.
• **Know the due dates.** Turn in discussions, MLU, etc. early if possible. Many students make the mistake of waiting until the 11th hour when something is due and then have technology difficulties.
• **Contact the Student Technology Center if you’re having trouble with any technology aspect of the course.** They are open 24-7 and can proxy into your computer (with your permission) to help you. The TA and myself are here for you regarding course content. Trying to assist you with technology is a rabbit hole we’d never come out of.
• **Please feel free to contact the instructor Monday-Friday if you have any questions.** That’s why I’m here! I’m happy to help with questions, concerns, etc. about the course or content. FYI, I do not work on the class on the weekends.

I understand “life happens.” I’ve been there too. I thought I would add this so each of you knows that I totally support you in whatever decisions you make in earning your grade for this class. I don’t “give” grades.
My hope for you is that you will find this course intellectually aerobic as well as having some fun with online learning.

**Course Policies**

**Retest/Makeup Tests:** Plan for computer difficulties. If you have an "unstable" computer, make other arrangements (library, Kinko's etc) for taking your exam. NAU Student Technology Center Help desk is available 24 hours to help you avoid computer problems. We recommend using that resource before you take an exam to be sure you have the appropriate software installed on your computer.

**Attendance:** You will want to check your class daily. Be sure to check Announcements and messages for changes in the class, etc.

**FINAL EXAM SCHEDULE:**
To access the final exam schedule for mountain campus classes, refer to the Registrar's link: [https://nau.edu/Registrar](https://nau.edu/Registrar/)

For Extended Campuses calendar access: [http://extended.nau.edu/](http://extended.nau.edu/)

**Emergency Textbook Loan Program**
Emergency Textbook Loan Program: To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: [http://nau.edu/LEADS-Center/Textbook-Loan-Program/](http://nau.edu/LEADS-Center/Textbook-Loan-Program/)

**Student Support Services**
The Student Learning Centers, TRIO Outreach programs, and Educational Support Services main office are back in the University Union, second floor.
Specific room locations are below:

**Student Learning Centers**
- Tutoring-room 201
- Transfer and Commuter Connections office/lounge-room 247
- Peer Jacks lounge and staff-room 201

**TRIO Outreach programs**
- Educational Talent Search (ETS)/Educational Opportunity Center (EOC)/Nizhoni-room 241
- Upward Bound and Upward Bound Math Science-room 201

**Educational Support Services**
- Main office – room 260
NAU & HEALTH SCIENCES POLICY STATEMENTS

PROFESSIONAL DISPOSITIONS
Students are expected to:
1. Attend class via the internet daily. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the book does not equal being an active class participant!
2. Participate fully in class assignments and discussions.
3. Complete assignments by the due date. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines. See the "Calendar" function for due dates.
4. Submit original work. Plagiarism of copy-written materials and/or other individual’s work will not be tolerated. Students who commit academic dishonesty will not receive credit for the class. Cheating/plagiarism will result in University disciplinary action, including suspension/expulsion.
5. Complete assignments and quizzes as scheduled. No retests or extensions will be given.
6. Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.
7. Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.

ACADEMIC INTEGRITY (Be sure to see the E-Learning link in your course menu)

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the
university Academic Integrity Policy. The complete policy is in Appendix G of NAU's Student Handbook.

Violations of the Student Code of Conduct which exclusively involve issues of academic dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by students, faculty or, where appropriate, administrative personnel.

Academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values require that students conduct themselves in a truthful, straightforward and honest fashion at all times.

Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes, but is not limited to, the following: Plagiarism, collusion, cheating, fabrication/fraud, obtaining an unfair advantage, falsification or records/documents, and unauthorized access to information. Note: unintentional violations are still violations of academic integrity. It is student and faculty responsibility to know and adhere to the academic code of conduct.

**Types of Academic Dishonesty**

**Plagiarism:** There are many types of plagiarism and academic dishonesty, which are defined below. (Examples below are adapted from:
http://www.sussex.ac.uk/academicoffice/1-4-1-2-2.html as well as
http://hep.ucsb.edu/people/hnn/conduct/disq.html and
http://www.scs.northwestern.edu/student/issues/academic_integrity.cfm. Also see link at 'OWL at Purdue' (Purdue University, US), which has produced an excellent set of examples for what is and is not proper practice,
http://owl.english.purdue.edu/owl/resource/589/01/)

*Complete plagiarism:* This is when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper). There must be original work involved by the student. Without an original contribution, complete plagiarism has occurred even if the source is cited.

*Partial plagiarism:* The most common type of plagiarism, this type occurs when another work has been used in an assignment without acknowledging the source.

*Copy and paste:* Similar to partial plagiarism, this type of plagiarism is often the result of easy access to the internet & electronic journals. This occurs when a section is lifted wholesale from the internet source and copied into an assignment. Just like material from books and articles, this material must be marked by quotation marks ("....") and properly cited (referenced).

*Word switch:* Changing one or two words is not sufficient to make a text your own. Rather than changing a word or two, paraphrase the section, or quote properly. Paraphrases must also be properly referenced.

*Concealing sources:* Citing a source one time is not sufficient if it is repeatedly used. Cite the source as many times as you use it.
Self-plagiarism: Reuse of a student's own work or data without permission of the instructor constitutes self-plagiarism. Even when using your own material, it must be cited properly. Also, do not use the same essay for different courses without permission of the instructors.

Inadvertent plagiarism: This is plagiarism by accident, and it is usually the result of ignorance regarding the definitions of plagiarism. Note that plagiarism is considered academic dishonesty, even when inadvertent.

Collusion: Collusion occurs when two students work together and one produces work and allows another student to copy it. In such a case, both students will be considered to have colluded and committed academic dishonesty. Similarly, any student who helps, or allows, another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Group work is not collusion when it is authorized by the instructor.

Cheating: Cheating is the unauthorized use of information or study guides in any academic exercise, exam, paper or other assignment. Cheating includes:

- Copying another student's examination
- Sharing answers for either a take-home or in class examination
- Using notes or books to the exam when such aids are forbidden; you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam
- Taking an examination in another student's name or asking another student to take one for you
- Changing the examination after correction in order to gain more credit than deserved
- Creating a "cheat-sheet" or writing out answers in your bluebook before the exam
- Using the services of a commercial term paper company or another student to prepare your assigned work
- Any other action not listed above that gives someone an unfair advantage on a graded assignment

Fabrication/Fraud: This is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

Obtaining an unfair advantage: This category includes activities that directly or indirectly compromise fair assessment or grading or constrain other students' abilities to successfully complete their assignments. These activities include, but are not limited to:

- Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor.
- Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check students' work.
- Possessing, using, or circulating previously administered examinations, unless authorized by the instructor.
• Intentionally obstructing or interfering with another student’s academic work, otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

**Falsification of records or official documents:** altering any academic documents or records; forging signatures of authorization or falsifying information on an official document, transcripts, grade report, drop/add form, or any other official Northern Arizona University document.

**Unauthorized access to computerized academic or administrative records or systems:** This includes inappropriate viewing or changing of computer records, modifying computer programs or systems, sharing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

**SAFE ENVIRONMENT POLICY**

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**ACADEMIC CONTACT HOUR POLICY**
Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

**RESEARCH INTEGRITY**

The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: [http://nau.edu/Research/Compliance/Research-Integrity/](http://nau.edu/Research/Compliance/Research-Integrity/).

**SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

**ASHA AND STATE COMPETENCIES**

ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the [American Speech Language-Hearing Association](http://www.asha.org) (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies. The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information regarding licensure contact the [Arizona Department of Health Services- Special Licensing Division](http://www.azdhs.gov). Note: If you are taking this course as part of the Speech-Language Pathology
Assistant Coursework, or are seeking a bachelor's degree, you need to be sure you are listed with the university as a "degree seeking" student. If you are unsure of your status you will need to follow up with the registrar's office.

References


