

ARCHIVE OF CSAP DISCUSSION LIST BY TOPIC

LICENSURE/CREDENTIALING/LEGISLATIVE

Topic: SEALS

Date Originated: January 16, 2005

Originator: Jane, Washington

Original Message:

Do any states pay for their SEAL to attend the School Conference? Our focused initiatives for this year involve many public school issues: recruitment/retention, salary supplements, paperwork reduction, etc. I am wondering how common it is for an association to pay expenses. Thanks.

Responses:

- a. Missouri does not directly reimburse the SEAL to attend the School Conference. However, the VP for School Services does have a budget and could conceivably use a portion of that budget to cover some of the expenses associated with attending the conference. Cindy Baker, MSHA
- b. Iowa allows \$250 to be used for meetings - that is the amount allotted the Legislative Councilors. Sandy Bennett
- c. Indiana allows the SEAL a CE stipend which may be used as the SEAL sees fit. In the past it has been used for attending ASHA or Schools conference. It is \$600. Kay Olges, President, ISHA
- d. In NJ our SEAL has a budget of \$250 to be used as she sees fit. Nancy Patterson President
- e. Montana gives our SEAL a budget each year to use at her discretion it is substantial enough to cover all expenses for the Schools conference and ASHA each year. Laura Jo McKamey
- f. Maryland has a budget line for the SEAL, and this has been used in the past to reimburse for attending the conference. Lisa Oriolo, Association Manager
- g. Texas pays for the summer Schools conference for the SEAL. Lynn Flahive
- h. California budgets for it every year. Angela Mandas

Topic: Public School SLPs Legislation

Date Originated: February 8, 2005

Originator: Carol Fleming, ArkSHA President

Original Message:

I have a question for the members of CSAP. In Arkansas we are trying to pass legislation recognizing the ASHA certification for our public school SLPs thus giving them a salary stipend equal to the stipend given to the National Board certified teachers. Our bill should be introduced this week, unfortunately we have found that a resolution has been filed asking for the repeal of the National certification for SLPs to bill MCD services. <http://www.arkleg.state.ar.us/ftproot/bills/2005/public/HR1004.pdf>

I would appreciate your input regarding this. We have asked our lobbyist and legal counsel to assist us. We have started writing letters and making contacts with our legislators. What feedback do you have regarding this?

Responses:

- a. SHAA's President, Dr. Pat LaCoste, has asked me to respond to your inquiry as AL SEAL and School Affairs Councilor. We introduced similar legislation for 3 years so have some experience in this area. We were unsuccessful in obtaining funding but did receive an equivalency statement from 2 legislators. It sounds like the resolution shouldn't hurt your chances with your legislation since your legislation is based on National Board for Professional Teaching Standards. Your legislation should be safe as long as your teachers still receive the salary supplement and, in fact, this resolution may help you in obtaining funding. By lowering standards, there would be fewer professionals in the schools with the CCC. I'm not in favor of lowering standards; I'm just looking at your legislative situation. They are trying to obtain more Medicaid funds by allowing more folks to file. Is ASHA's Action Team assisting you? They sent Sue Hale to go with me to Montgomery and speak to our House Ways and Means Committee when our bill came up for discussion a couple years ago. She was very helpful. Good luck with your bill, and tell Jane Willard I said "hi". We've been SEALs together since the group began. Please let me know if I can be of further assistance. Patty Cline, AL SEAL, SHAA School Affairs Councilor

Topic: SEALS

Date Originated: February 28, 2005

Originator: Pat LaCoste, Alabama

Original Message:

Hi all. I am wondering how your states handle the SEAL representative to ASHA? For several years, our representative has been our School Affairs Councilor - an elected position on our executive board. We have elected a new School Affairs Councilor this year but plan to keep our same SEAL representative. Do any of you have the SEAL as a member of your executive board? How do you budget for the SEAL position relative to ASHA and other meetings? Thanks so much for your help.

Responses:

- a. For Florida, our SEAL representative has been our VP for public school issues, a member of our executive board. Robert C. Fifer, Ph.D.
- b. The SEAL is an appointed position by the president in Indiana. The past two years she has also served as the School Services Team Leader and most likely the position will continue as such. She is not a voting member of our Executive Council though does report at meetings if she feels it to be appropriate. She also receives a continuing Ed stipend (as do the officers) to allow her to attend either ASHA or the Schools Conference thus attend the SEALs meetings. Kay Olges, M.A.T., CCC-SLP, ISHA President
- c. The SEAL position in South Dakota is appointed by the president. The SEAL is not a board member but does attend meetings when she has information to share. She has a budget that allows her to attend ASHA, the Schools Conference, or pay her NEA dues.
Anne Crosswait-Degen, 2005 President – SDSLHA
- d. I am the current LSHA President and I hope my answers are helpful. Our current SEAL is on the executive board. This has become a necessity due to our previous SEAL resignation and our search for a new person. Association funding is very limited and does not cover all of the costs of the SEAL attending ASHA or other meetings. Hope this helps. Kerri Phillips, SLP.D., CCC-SLP
- e. Our SEAL is also our elected VP for Public Schools (one of our executive board positions). I was the second SEAL from Michigan--having served previously as VP for Schools. My understanding about this is that when the SEALS program was initiated contacts were made by ASHA to individuals (leaders) within each state to get this going. Interestingly, when I was elected VP for schools thus becoming the SEAL as well, I was serving on the ASHA Legislative Council at that time. I discovered that in a number of states there was a real disconnect between the state associations and the SEALS. Some of the councilors on LC at that time did not even know their SEAL and weren't even sure how they had been appointed. It created some confusion, I think. Hopefully, now there is a close connection between SEALS and state associations. Having served simultaneously in both capacities, I think that it is almost too much to do, if one does both jobs correctly. However, I think it is of critical importance for the SEAL to clearly understand the state school issues and the state organization and for any board member (for schools) in the state association to likewise be involved at the national level to keep in touch with resources and information. So I guess it does

make good sense for them to both be one person. I did not feel that it was a conflict of interest.

We have an extremely tight budget in Michigan and while our VP for schools has a budget (of about \$400 annually) which could be spent for conference attendance this has generally not been used for such. I support the idea that officers and leaders (including the SEAL rep) should be supported to attend meetings but not everyone on my board agrees. Could I ask you as you get these individual response from people, to collect the info so we could have this in a concise format? I think it would be helpful. I would truly appreciate it. So in sum, our SEAL is our VP for Public Schools, may vote as an elected board member (but not as SEAL), and regrettably receives no \$\$\$ in the capacity as the SEAL. Hope this helps. Liz Stevens, Michigan-President

- f. In MA the SEAL is a member of the school affairs committee. She does not get a stipend to attend the convention. The SEAL position reports to the exec council through the sac chair. Sharon Parisi, President, MSHA

Topic: SLPAs

Date Originated:

Originator: Amy Heck, M.A., CCC-SLP, President Elect, Arizona Speech Language Hearing Association

Original Message:

I am on a task force with the Dept. of Education in Arizona to address some issues within our state. We currently do not have any regulations for the use of SLPAs and our state allows licensure/certification for bachelor's level people to practice in the public schools equal to a certified SLP. I am using all of the data obtained from the CSAP meeting in Philadelphia, but I need help with gathering the following.

1. Has your state made any changes since the survey presented during the CSAP convention?
2. If you were one of the states that responded that you have direct/indirect supervision and acceptable/unacceptable activities outlined, could you please send me what these are?
3. Do you have bachelor level speech therapists practicing and if so how are they differentiated from SLPs?
4. Does your state require SLPs to have a license and certification through the Dept. of Education?
5. If you have certification, do SLPs automatically become certified once they have a license or do they have to meet additional requirements (i.e.: tests)?

At the CSAP meeting in Philadelphia I talked to someone (maybe New Hampshire?) that had a very nice chart describing what each level of provider was able to do (asst/BA/MA). Whoever this was, could you please contact me? I would love a copy of that chart. Thank you so much for taking the time to answer these questions. If you have any hard copy documentation to assist us, please send to me using the contact information below.

Response:

In NJ, we do not have SLPAs and we have not made any changes since the Philly meeting. Speech-language pathologists practicing in the schools must hold a master's degree and obtain the speech-language specialist certificate issued by our dept of ed. However, we do have BA speech therapists practicing in our schools. They are certified by the state dept. of ed and hold a speech correctionist certificate but all practicing speech corrections must either obtain a Masters or its equivalent by the year 2010. To attain the equivalency, the BA/S therapist must enroll in our speech upgrade project that is administered by Kean University and they must graduate from that project by 2010 or they can no longer practice in the schools in NJ. Upon graduation, they receive the speech-language specialist equivalency certificate. I hope this was helpful. Nancy J. Patterson, President, NJSHA

Topic: SLPAs

Date Originated: May 23, 2005

Originator: Amy Heck, M.A., CCC-SLP, President Elect, Arizona Speech Language Hearing Association

Original Message:

Good evening. I am looking for some programs that train SLPAs. If your state has a two year degree program, could you forward me the name of the higher education institution that offers it? I would like to gather some research to assist in program development for a community college in the state of Arizona. The community college is also trying to figure out the "need" for such a program so if you have additional suggestions as to how I could provide information in this area, I would greatly appreciate it.

Responses:

NONE.

Topic: State License – AuD Requirement

Date Originated: March 14, 2005

Originator: Lezlie Pearce-Hopper, Oregon

Original Message:

Hello all! Oregon wants to know which states have changed or are in the process of changing their state licensure to reflect the AuD requirement. Oregon has a bill this legislative session and the House committee in our testimony asked this question of us.

Responses:

- a. Indiana is in the process of revising our licensure law to reflect the changes. The bill died due to a House Democratic walk-out so we are currently shopping for a "live" bill to amend it to. Kay Olges, M.A.T., CCC-SLP, ISHA President

- b. Alabama is in the process of amending the law as well. Byron McCain, CAE, Executive Director
- c. Tennessee is also in process. Nelia Westenberger, TAASLP Executive Director
- d. Montana has a bill that has passed the Senate and waiting to pass the house to change licensure to reflect the AuD requirement and generalize the scope of practice for both Aud's and Slp's. We are almost done!! Laura Jo McKamey
- e. The NY State board is "actively discussing" the AuD, whatever that means. Sheila H. Bernstein
- f. Wyoming intends to change the law, we just haven't yet. Cathy Ross, M.S., CCC-SLP
Past President, Wyoming Speech-Language-Hearing Association
- g. Hello - In Connecticut the wording change to reflect the necessary changes for audiologists is in a series of amendments to existing DPH laws. An SLP who recently retired as a state representative to the legislature worked on the wording and was able to cover what needed to be done in one sentence. We anticipate no problems as it is going in as an amendment to an existing law and the DPH is proposing it. Our lobbyist sees no problem with getting approval. Vernice Jury
- h. Nebraska is in the process of changing state licensure to reflect AuD (among other things). Cindy Snyder, M.S., CCC-SLP
- i. Montana is also in the middle of changing our licensure law to reflect the new ASHA requirements.
- j. Minnesota already has licensure for AuDs in place. Leslie Glaze
- k. In Michigan, the audiology licensure bill was just signed into law in May 2004. As to education requirements, the new law states: "The department shall require an individual granted a license under this article as an audiologist to meet either of the following requirements: a) Possess a master's degree in audiology from a regionally accredited college or university approved by the board; have completed at least 9 months of supervised clinical experience in audiology; and have successfully completed an examination in audiology as described in subsection (2) or (3). b) Possess a doctoral degree in audiology from a regionally accredited college or university approved by the board; have completed at least 9 months of supervised clinical experience in audiology; and have successfully completed an examination in audiology as described in subsection (2) or (3)." Hope this is helpful. Margot L. Beckerman, M.A., CCC-A
- l. Ohio has not YET, although there is a committee that has been formed to discuss the ramifications of opening up the law to do this. It has representatives from all of the audiology associations and has recently added members from speech pathology since we would be affected as well if the law was open. Sandi Grether, Vice President/President Elect, OSLHA
- m. Missouri is currently addressing the issue with SB 100. Cynthia Baker, MSHA President.
- n. Colorado still does not have licensure. Polly Somers, CSHA Administrative Assistant
- o. Florida is in the process of changing our license act to accommodate the AuD., Robert C. Fifer, Ph.D.
- p. Indiana is currently in the process of revising our licensure law.

Topic: Department of Education Certificate Renewal

Date Originated: April 20, 2005

Originator: Anne Crosswait-Degen, MS CCC-SLP, 2005 SDSLHA President

Original Message:

Do State Departments of Education in other states accept CEUs for certificate renewal for SLPs working in a school setting? If they do, will the DOE accept all CEUs for renewal or do SLPs need some college credit? In South Dakota, the Dept. of Ed. will accept 3 CEUs for renewal but we must have 3 college credits also.

Responses:

- a. In Texas, we all work under our licensure law, thus this is not an issue for us.
Lynn Flahive
- b. In Maine my experience has been that DOE has accepted CEUs. Betsy Dyer, VP Internal Affairs, MSLHA
- c. In NJ, the DOE AND our licensing board accept all CEUs for renewal. No college courses required. Nancy J. Patterson, President, NJSHA
- d. The IL Speech & Hearing Association wrote a law that says that if you have a license, you shall be deemed to have completed the continuing education requirements of the state board of education. So whereas all teachers have to do continuing ed to maintain their teaching certificates, SLPs just have to show their license. Our licensure law requires us to have ten clock hours of continuing ed per year. CEUs count for that. It passed a few years back and we're delighted.
Christy Strole, Pres-elect, IL
- e. In Arizona, we collect CEU/clock hours for certification and licensure. For licensure we need 8 clock hours per year for renewal and for certification I believe it is 180 hours every 6 years. Amy Heck, M.A., CCC-SLP, President Elect Arizona Speech-Language-Hearing Association
- f. Hi - This sounds like a question currently being discussed on the SEALs listserv so people might want to find out what their SEALs are discussing. In Connecticut the professional educator certificate which all school based SLPs hold in addition to the license from the Department of Health must be renewed every five years. Nine Dept. of Ed. CEUs are required for renewal. College credits are not required. CSHA is approved as both as ASHA and Dept. of Ed. CEU provider so our educational programs can provide both CEUs. ASHA is not a state approved provider so people write up ASHA activities as independent studies and the local school districts, which are all state approved Dept. of Ed. providers, provide CEUs for the independent study. We can do a wide variety of activities to earn the CEUs. Local school districts are supposed to provide enough CEU activities (1.8 per year) so that people could maintain certification by attending activities provided by their employer. That may work for some classroom teachers, but it doesn't work for SLPs who often need more specialized continuing education or who work in small districts where there is not a speech

- department organizing continuing education activities. Vernice Jury, President and SEAL Connecticut.
- g. In Washington SLP's in the schools have to get state clock hours to keep their certification. Only under special circumstances can they use ASHA CEU's to count toward certificate renewal requirements. College credits are not required. The State Board of Education is currently working on a plan where ASHA CEU may be accepted more easily toward these requirements. Patty Banas, MACCC-SLP, WSHA President Elect
 - h. Montana accepts the CEU's for license renewal. We are required to have 40 (4.0 ASHA) CEU's every other year for license renewal. Montana does not have a college program so in fairness, we cannot require college credit if we cannot provide it. Some of our CEU opportunities provide college credit however. Laura Jo McKamey, Montana Speech Language Hearing Association
 - i. In NY the teachers are allowed to use CEU's for their continuing ed., but it must be related to school or child issues. Not all topics are accepted. Sheila Bernstein, New York
 - j. To my knowledge California does not require college credits to renew the credential. I believe all CEU activity is accepted, but I am copying Robert Powell, Legal Counsel for CSHA, to confirm this. Lisa O'Connor, CSAP, Past President
 - k. In response to the email question on preschoolers and/or infant personnel standards in California: In California schools, IDEA Part C Infant/Toddler Early Intervention services are mostly the responsibility of a non-school-based entity called Regional Centers (which fall under our Dept of Developmental Services (See: Early Start at www.dds.ca.gov/). Some schools that had infant services prior to CA joining the Part H several years ago, are required to continue their Infant programs at the level they were then providing services (See Special Programs at: www.cde.ca.gov/). Thus personnel standards are somewhat confusing and requirements shared among different agencies. I may not be completely accurate but here is how I perceive current standards to be: CA SLPs may fall under two different systems: school credentialing (www.ctc.ca.gov/) and/or state licensing (www.slpab.ca.gov/). While CSHA has asserted that both systems' standards for SLPs authorize therapy services to infants as well as pre-schoolers, CTC not too long ago noted that the credential authorization was for K-12. When CTC created a new Preschool Teaching credential, CSHA clarified that the SLP credential did authorize SLP therapy service to preschoolers. CSHA is still waiting for an official CTC recognition that infant services are authorized under the SLP school credential although there has been no known attempt to exclude SLPs from that population in public school infant programs. As to non-public school preschool (or even contracted for outside public school SLP services) as well as infant/toddler services, the state SLP license is to apply. The SLP license does not have any limitation as to age groups. The acute shortage of SLPs across all settings in California creates pressures for other professionals to serve our populations. CA has had some issues with "Early Interventionists" and a new certification category in the community colleges for "Early Intervention

Assistants". Some of the same issues or conflicts with SLPs and "Behaviorists" and/or "Educational Therapists in Private Practice". While our licensing law for SLPs does have some professional protections as to speech and language disorders, difficulties over definitions and interpretations of Language and Language development cause conflicts. Lisa O'Connor has as good a handle on these professional "encroachment" issues as anyone. Hope this helps. Robert Powell, CSHA Legislative Counsel

- l. From Colorado: Here's the response I got from our Speech-Language Consultant at the Colorado Department of Education: Yes , the Colorado DOE will accept CEUs as long as the individual can link the credit to specified standards related to their job. Continuing Ed has always been accepted- and SLPs can translate contact hours of CEUs to credit hours (15 contact hours = 1 cr. hour). To renew a license SLPs need 6 cr. hours every five years. Hope this helps! Kathy Boada, President, Colorado Speech-Language Hearing Association.
- m. Georgia accepts a certain number of "professional learning units" , the new name for CEU. They must be in 1.0 increments, submitted to the teacher certification department of Professional Standards Board, through the Sec. of State's office. Usually, if we present our ASHA certification renewal, with the 30 hours or whatever is required, we are covered for licensure as well as our teacher certificate. Not all staff development for teachers will be covered for licensure renewal, however. Jill Shedd

Topic: Audiology Issues

Date Originated: April 21, 2005

Originator: Joe Montano, Joint Committee

Original Message:

I was hoping you could provide me with information regarding Audiology Issues within your State Speech Language and Hearing Association. I have prepared four items and would appreciate your participation and comments. Thank you in advance and I'll see you at CSAP. Joe Montano, Chair Joint Committee on State-National Association Relationships.

1. Are audiologists active members of your state association?
2. Does your governance structure guarantee audiologist participation on your executive board?
3. Is there a AAA chapter in your state? If so, are there cooperative efforts between the two associations?
4. Please describe the relationship between audiologists and your state association.
Please send your comments to jmontano@liu.edu

Responses:

- a. Texas does have TAA -- Texas Aud. Assoc.
We do have some audiologists that continue to be TSHA members. There is no guarantee that an audiologist will be on the EB. We do make a focused effort at our convention to have programming for audiologists. However, we often

- directly (same weekend) conflict with AAA -- this year we were both the last weekend in March. As president, I have contact with the TAA president and since this is legislative year for Texas, we are talking bills that both groups can support/lobby against -- and this has been good so far. Lynn Flahive
- b. Audiologists are active within our state association. We currently have over 100 audiology members of the 428 that are licensed in the state. We do not have an AAA chapter in NJ. We always manage to get an audiologist elected to our board. We currently have two board members who are audiologists but we have provisions in our by laws that if an audiologist is not elected by the general membership, one will be appointed by the president and serve as an additional board member until such time that an audiologist is elected to the board by our membership. Our relationship is excellent with those audiologists who choose to become members. Our audiology committee is active and has several sub committees such as educational audiology, legislative issues, and scope of practice. Hope this was helpful. Nancy J. Patterson, President, NJSHA
- c. Here are the answers to your four questions:
1. Our audiologists are not very active in our organization.
 2. yes
 3. no
 4. The relationship between SLPs and Auds in our organization is a little strained right now. We are trying everything we can to get more participation from them but have met with some resistance. The main issue is they don't feel like we (SLPs) try hard enough to provide them with good offerings at the annual conference and that we don't listen to their needs. We have an audiologist on our board and have had one for years. It's an on going problem we are trying to resolve. Tina Clumpner
- d. Here are the answers to Joe's questions.
- 1 & 2. In South Dakota, we have a VP for audiology on the Board. Also, our STARS people are a husband and wife team - he is an audiologist and she is an SLP.
 3. We do not have a AAA chapter. An audiology professor at Augustana College is trying to start one, however.
 4. I feel that we have a good relationship between the state association and audiologists. We try to balance our speakers at state convention among school SLPs, hospital SLPs, and audiologists. With an audiologist on the Board, we have input from that portion of the assoc. We also have a VP for SLP to balance the VP positions. Anne Crosswait-Degen, 2005 SDSLHA President
- e. 1. I think audiologists are starting to take a larger role in the state association.
2. Yes it does.
 3. To my knowledge there is not a AAA chapter in the state. I have never been contacted by anyone to become a member.
 4. I think the relationship is growing, LSHA has really made efforts to incorporate continuing education opportunities into the annual conference. LSHA has fought extremely hard on legislative issues relating to audiology (e.g., insurance coverage for hearing aids), the day at the Capital provides audiological screening to the legislator (which increases our exposure in the state) and LSHA

also addresses current issues related to audiology. Sheryl S. Shoemaker, Au.D.,
CCC-A, LSHA Board of Directors

Topic: Credentialing

Date Originated: April 21, 2005

Originator: Vernice Jury, President, CSHA

Original Message:

In Connecticut we are currently facing several issues relating to the credentialing of all direct service Birth to Three Providers, (including SLPs) beyond that already required through a state license. Our state association has an active Infant-Toddlers committee that is constantly monitoring the issue... I hope you can help me by answering a few questions.

1. Does your state have B-3 credentialing requirements beyond CCC or health dept. license?
2. Have there been legislative attempts in your state to require additional credentialing?
3. Does your state association have and Infants-Toddlers committee? If so could you provide contact information that I could share with our committee?
4. Does your state association have a position on Birth to Three credentialing"
5. Do you know the percentage of full time vs. part time SLPs providing Birth to Three services?
6. Is there a statewide data base of Birth to Three providers? If so, what is the address?

If your state does require an additional credential have there been any efficacy studies to assess service delivery benefit of the credential and has there been any impact on staff recruitment?

Responses:

- a. At one point this was an issue in our state, but just died somewhere along the way. To date there is no continued legislative action with regard to additional certification for SLP's. We do not have an Infant/Toddler Committee in the structure of our organization. There is no statewide data base of service providers to my knowledge. However, you may be able to get information though MS Dept. of Health First Steps Program. This is the lead agency of services for B-3 in MS. I am not aware of any efficacy studies with regard to additional credentialing. However, if this becomes an issue for us again at some point I am sure that we will look for such. Please share with me if you find any studies. Suzie Etheridge, Past President 2005, President Elect 2005, Mississippi Speech Language Hearing Association
- b. I can give you some information regarding the state of Nebraska regarding this issue. In Nebraska if you service B-3 children in a clinic or private practice you have to have your license; however, those individuals who service this population through the school system only have to have their teaching certificate and do not have to have a license. Our association is currently working on trying to

eliminate the teaching certificate requirement and make every SLP have a license to practice. The majority of our school SLP's do not have a state license, which is a concern of mine personally. Our association does not have a specific committee for the B-3 population. I don't have numbers on how many SLP's service this population and our state wide data base would include all SLP's and not single out those in this population. Our future goal is get across the board licensing as we feel it separates us from the classroom teacher. Let me know if you have further questions. Staci Stoehr, President of NSLHA

- c. NY State Dept of health EI is in the process of updating the requirements for EI practice. They currently require 2 years experience with EI populations before you can be approved as a provider. However, there are exclusions for people employed by agencies. The new regulations will require proof of continuing education related to EI as well. We were involved in some meetings with them in the draft phase but have not seen the new regs. There is allowance for certified speech teachers (bachelor's level) to provide special instruction services or speech therapy in the event that an SLP cannot be found. They are supposed to document attempts to find an SLP & get an individual waiver at the state level to do this but a lot of abuse exists. Sheila Bernstein, New York
- d. In NJ we do not have any issues related to birth to 3 credentialing and NJ is not actively seeking any changes to their credentialing requirements. Credentials are the same for all practicing SLPs in our state with the exception of our school-based SLPs. We do not have a birth to 3 committee nor is there a database available in NJ that I am aware of. Nancy J. Patterson, President, NJSHA
- e. I can answer no to all of those questions. Thankfully Alaska isn't a state that regulates a bunch. Good luck with this tough issue. Tina Clumpner
- f.
 1. NO
 2. NONE THAT I HAVE BEEN MADE AWARE OF, BUT OUR LOBBYIST WILL NEED TO BE TOLD TO LOOK FOR ANYTHING THAT HAS BIRTH TO THREE AS KEY WORDS.
 3. NO. WE DONOT HAVE AN INFANT-TODDLERS COMMITTEE , NOR ARE WE AWARE OF THE NEED TO HAVE ONE. THIS SEEMS TO BE A NEW AREA OF EXPERTISE AND WE WOULD LIKE TO LEARN MORE ABOUT IT IF POSSIBLE.
 4. NO.
 5. NO. WE HAVE NOT COLLECTED DATA ON THIS AREA, HOWEVER, THERE ARE A LOT OF CHILDREN IN THIS AGE GROUP WHO ARE CURRENTLY WAITING FOR S/L SERVICES.
 6. NO THAT I'M AWARE OF AND WILL NEED TO ACCESS MORE INFO IF POSSIBLE. Laura Darling
- g. "JOHN TRACY" <john.tracy@salemhospital.org> 04/27/05 2:48 PM >>>
I think I can address the credentialing questions. State licensure is required if any billing for OHP funds is being done by the SLP. The Teacher Standards and Practices Commission has no age restriction on the Basic and Standard Speech Impaired teaching license. It covers any child in a public school program. You might go to the Confederation of Oregon School Administrators for Info. on the percent of part-time and full-time SLP's in EI/ECSE programs. A more efficient

- approach in Oregon would be to query the ESD's for these figures, since these programs are housed in these districts. I guess in Connecticut they do not have the shortage of SLP's issues as we do, because we cannot even get enough people that meet just the basic requirements to fill the positions we have open. At this point, we would be crazy to add another level of credentialing for a specialty area, and especially since there will likely be cuts in this area given the budgetary problems the state is still having.
- h. The healthy start workers are required to participate in training, but other than that a professional or state license is the only requirement I know of for reimbursement for services or in applying for continuing medical education credits. Diane Smith, MA, RD, LD, Community Services Manager, OSCSHN
 - i. a) SC's Part C system (BabyNet) is planning to institute a revised credentialing process that will impact SLPs for the first time; in the past, a credential was required only for Special Instructors and Service Coordinators. With the revised credentialing process, training is individualized and tailored per role, and will be required for all contracted early intervention personnel in our Part C system (BabyNet) including SLPs. The tailoring for SLPs is primarily related to information they need to know related to IDEA Part C, not how to be a therapist, or, say, for nurses - how to be a nurse, etc. Every one has the option to take a test and "test out" of any portion of the training. There are several possible credentials which contracted early intervention personnel can earn, depending on the role they want to have in the BabyNet system: e.g., CBA (Curriculum-Based Assessment) Provider, Supervisor, Service Coordinator, Service Provider, etc.
 - b) Separately from this, the technical assistance unit (TECS - Team for Early Childhood Solutions) is conducting a survey of other states' technical assistance units, and one of the questions relates to if/how other states manage a credentialing process.
 2. No.
 3. a) No. b) TECS is composed of an interdisciplinary group who provides technical assistance (TA) to the BabyNet system; it includes a Speech-Language Pathologist. TECS has formed a "Disciplines' Council" to advise the TA unit, who then provides technical assistance/input to the lead agency. This council has reviewed several issues including this one. The council is directed by the TECS Director and SLP and includes representatives from OT, PT, SLP, and Audiology, including individuals affiliated with state/national association, licensure board, and higher ed.
 4. No.
 5. We know that we have 119 Speech-Language therapists contracted by the lead agency to provide services; we do not have information available that delineates number of full-time vs. part-time SLPs.
 6. The lead agency is in the process of developing a central directory which is required in the federal regulations and SC's compliance agreement. At this time, Service Coordinators have access to a database system that, among other things, keeps this information current for their districts. Historically in SC, technical assistance/training was targeted for Service Coordinators and Special Instructors. As a result, therapists have been uninformed

about numerous issues, including knowledge of IDEA Part C federal regulations, application of federal regulations, implications from national association standards, SC's policies and procedures, etc. Inclusion of an SLP in TECS was intended to focus on the necessary TA/training/information/resources that therapists did not have. This was even more important because SC's universities have not yet been including this information for recent graduates. Results from workshops/TA completed thus far by TECS with therapists—therapists have commented that they have appreciated learning the information and resources (see underlined above); for some participants, the concepts in the federal regulations were new, for others the various acceptable application options were new. Formal assessment of outcomes related to children and families is definitely in our future as TECS expands these activities into an Allied Health Network and inclusion of a Data Analysis professional.

i. I will attempt to address these questions...

1. No

2. Not to my knowledge

3. No, the needs of infants and toddlers are address within EI/ECSE programs. They are not separate. Portland State University has an Infant/Toddler Mental Health program that offers a Certificate of Completion. The contact is Dr. Leslie Munson at 503 725-3000.

4. Not to my knowledge. Leslie might have additional information on this question.

5. That is not data that has been collected by the ODE. Our program employs SLP's to address services for both EI and ECSE. In respect to EI services, we have 1 full time SLP and 2 PT SLP's to work in EI groups and provide services in the natural environment.

6. No, our database would include both EI and ECSE.

The model to address services for children disabilities, 0-5, is different in Oregon than in some other States because EI and ECSE fall under the ODE. While in some States, mental health agencies have the contract for EI, that is not true in the State of Oregon. Cynthia Jaeger-Sash, Coordinator Early Intervention/Early Childhood Special Education Northwest Regional Education Service District

Topic: CEUs

Date Originated: June 6, 2005

Originator: Melissa Passe, President, Missouri

Original Message:

Do any of you earn CEUs for being on your state boards and if so, can you tell me a little about how you achieved this? Thanks in advance from Missouri!

Responses:

- a. No CEU credits in Florida for being on the Executive Board. We can earn some CEUs by attending a license board meeting. Robert C. Fifer, Ph.D.
- b. No CEU credits in North Carolina for being on the Executive Board. We can earn some CEUs by attending a license board meeting. AJ
- c. In South Dakota we do not earn CEUs for being on the board. What a great idea, though! I would also like to know how to get credit for all of the hours we put in. Good luck! Anne Crosswait-Degen
- d. I'll second that Anne. Can we get CRU's for volunteering?? :) Mary Gray
- e. Please see the attached Word document for a list of activities ASHA will not consider for CEUs. The text was taken from ASHA's Continuing Education Board Manual for CE Programs in Speech-Language Pathology & Audiology. If anyone has questions please let me know. Shawn Sornson
- f. No CEU's for Utah (USHA) board members. Bryan J Layton, Au.D.
- g. No CEUs are awarded for being on the board in Connecticut. Vernice Jury, President CSHA
- h. No, we do not earn any CEU's for serving on state boards. PLacoste@aol.com
- i. CA does not receive CEU's. I would be interested to know how though. Angela Mandas
- j. In NJ we can not earn CEUs for our state association activities BUT we can earn 6 hours each year toward our professional development hours needed to maintain our licenses for school based therapists. We are required to complete 100 professional development hours over 5 years in NJ to maintain our state certification. Nancy Patterson, President, NJSHA
- k. No CEU's in Illinois for being on the board. Pat Van Slyke

Topic: Acoustical Standard Legislation

Date Originated: January 9, 2006

Originator: Sheila Bernstein, New York

Original Message:

I know a few states have recently passed legislation on acoustical standards for new classroom buildings. can anyone give me any information on this?

Responses:

- a. Colorado does not have any such legislation. I did speak with the State Audiology consultant at the Colorado Department of Education, Cheryl Johnson, and she indicated that there may be a committee forming to look at this in the near future. Kathy Boada, Past-President, Colorado Speech-Language Hearing Association
- b. I can get some of this information from one of our board members. She says she can request it from her EAA list serve. I will forward it to you as soon as I get it. Patty Banas
- c. IN 2005, MSHA (Minnesota) advocated for a bill which PASSED that requires school districts to CONSIDER ANSI standard recommendations for 35 dB background noise and .6 to .7 reverberation time in any new classroom construction. Districts would be REQUIRED to comment on how they incorporate favorable listening environments into new classroom space. Not entirely there, but certainly a start. You can see the advocacy letters to MN House and Senate on our web site at www.msha.net (click on Lobbying) Leslie Glaze, MSHA Past President

Topic: Licensure for Graduates

Date Originated: July 12, 2006

Christy Strole, President, Illinois

Original Message:

Does any state have a problem getting their people licensed in time to start working shortly after graduation? Some of our grads wait a month for the university to produce a diploma, then another four weeks for the state agency to process the license application, which has to include that proof of graduation. They're very hungry by then! Any solutions?

Responses:

- a. This will obviously vary from state to state. The Louisiana licensure board will accept a letter from the program director verifying that the student has met all of the requirements for the master's degree (coursework and practicum) in lieu of the transcript verification that the degree was conferred. Louisiana has this policy for the very reason that you cited. It takes several weeks following the graduation date for the transcript to reflect that the degree was conferred.

In Louisiana, we also have an equivalency provision. So if the required coursework has been completed prior to the semester in which the master's degree is conferred, the Licensure Board can grant the license, after a transcript analysis, based on equivalency.

One additional piece of information about the Louisiana licensure process for initial applicants - Louisiana allows a 60-day grace period once the application for licensure is received for all necessary documentation (transcript, summary of clinical practicum, etc.) to be received in the board office. It is legal for the individual to work as long as application for licensure has been made. If the required paperwork is not received within that 60-day period, then work has to stop. An individual may only have one 60-day grace period.

Hope this is helpful. Theresa Rodgers, CSAP President-Elect, (Member of Louisiana licensure board)

- b. In Indiana -- our licensing board will begin the application process if they receive a letter from the university verifying that the student has completed all coursework and clinical hours. This system allows them to be ready to start work immediately and even before the official commencement ceremony. Let me know if you would like a copy of the letter we use. Mary Jo Germani (Indiana)
- c. University transcripts are ready within 2-3 days after graduation. We (our department) have documents ready to send to our licensure board within a week of graduation. We spend a lot of time preparing our students to know what to send. Our licensure board takes approx 10 days to process the license of our new grads. No complaints here in Kansas! Marla S. Staab M.S. CCC-SLP
- d. Our licensure Board accepts a letter from the University Program indicating that the graduating student has successfully met all requirements (we write a lot of these in the final week of classes/during the week of graduation). The Board then moves forward on the graduates "interim license" application. Jody Deem, Past Pres – Kentucky
- e. Hello....it takes about a month or so in North Dakota. Dr. Linares
- f. Tennessee does not grant Licensure until after the CFY is completed and CCCs are granted. Recent graduates "register" with the Board and a provisional letter is sent to the applicant. Once the CFY paperwork is sent to ASHA and the Licensure Board it takes about three weeks. ASHA takes longer than our Board! Thanks! Terri Philpot
- g. In CA we have the same problem. It is usually 4-6 weeks. Yikes! Angela Mandas, California
- h. Past TSHA President and long time Licensure Board member, Sherry Sancibrian, explained the following:
In Texas, applicants who have completed their graduate program but who have not had the degree officially conferred may be licensed to begin the internship/CF, but must submit a letter from their university program director verifying that they have completed all academic course work, met the clinical

experience requirements, and completed a thesis or passed a comprehensive examination, if required. That letter, plus a transcript (which doesn't show the Master's degree)will let the student apply for an intern's license. Then, they have to send the transcript showing the Master's degree as soon as possible. If, for some reason, they were not awarded the Master's degree as anticipated, then the license would be revoked.

We've been doing this for at least 10 years and haven't run into any problems.

Lynda

- i. One of the 'solutions' we have tried is to work with the University registrar in posting their final grades (usually a clinical externship grade) as early as possible. For our program that required a signed letter from the clinical instructor and also the head of the Division to indicate that the student had meet all the requirements to graduate and was just waiting for the actual diploma to be issued. Our state board is quite strict and will not issue any license unless the student has actual written proof of their degree (i.e., transcript with the words "degree conferred"). Hope this helps. Lynda D. Coyle, M.S., CCC-SLP, Clinic Director of Speech-Language Services, University of Wyoming
- j. In Texas the timing is/can be a problem. If the University provides the Licensure Board with a letter signed by the program head verifying that this person has finished all requirements satisfactorily for the master's degree, then the Board will process the application request (expectation is that final transcript will be mailed as soon as available). It may still take a few weeks, but is better than waiting for the transcript to first be available from the Univ. and then wait some more for the licensure board to process the application. Lynda from Texas
- k. Our licensure board gives a "temporary license" waiting for the official transcript. The only ones that have trouble are those that wait until the last minute. It usually takes at least 2 weeks after graduation before an official transcript is ready from our university - and many of our graduates went to work the Monday after graduation. Mona Ryan, Oklahoma

Topic: Audiology Assistants

Date Originated: July 12, 2006

Originator: Sheila Bernstein, New York

Original Message:

Do any of the states have Audiology Assistants? If so what is the scope of practice and regulations related to their practice?

Responses:

- a. You might want to contact Charlie Diggs (cdiggs@asha.org) at ASHA – he could easily give you this information as he keeps a database of such information. Mary Jo (Indiana)

- b. Virginia does not as far as I am aware. Claire Jacobson, SHAV President-Elect
- c. Florida is one of the states that regulate Audiology Assistants. The educational requirement is 24 semester hours of coursework. The FL licensure board's web address is:
www.doh.state.fl.us/mga/speech/sa_home.html

West Virginia regulates Audiology Assistants. In WV, they are regulated through Registration. A bachelor's degree is the educational requirement.
www.wvspeechandaudiology.org

Texas had Audiology Assistants (bachelor's degree required for licensure) but Texas was considering significant revisions of the regulations/requirements relative to Audiology Assistants as well as other changes to their rules. I'm unsure as to current status. www.dshs.state.tx.us/speech. There are several other states in which audiology assistants exist but there are no regulations governing their qualifications, scope of practice, etc. This is a huge concern for me.

I look forward to additional information on the listserve relative to this topic. Thanks for asking the question, Sheila. Theresa Rodgers, LA

- d. Illinois has no audiology assistants. Christy
- e. To my knowledge no state actually regulates audiology assistants and, in fact, the position statement and guidelines from ASHA only address speech-language pathology assistants. Charlie Diggs at ASHA may have more information pertaining to audiology assistants and so I have copied him on this email so that he might reply to all. Lisa O'Connor, former CSAP President
- f. The following states recognize either audiology assistants or audiology aides: Alabama, Florida, Iowa, Kansas, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Ohio, Oklahoma, Pennsylvania, Rhode Island, Texas, Utah, West Virginia, and Wyoming. Specific requirements vary by state. You may get a summary of requirements by going to <http://www.asha.org/about/legislation-advocacy/state> on the ASHA Web site, and clicking on the state of interest. On the next screen, if you select the state's licensing law, you will be sent to a summary of that state's licensing law. Support personnel requirements are at the end of the description.
Another useful link may be found at <http://www.ncsb.net/ncsblist.htm>. This site has links to almost all the licensing boards where you can read the laws and regulations for each state. Charlie Diggs
- g. Wisconsin audiologists can have an audiology technician that works under them. These individuals are not licensed by the state and do not typically have formal education in the field of audiology. Laura J. Feldhake, Au.D., Clinical Audiologist
- h. We do not have them in Nebraska. Mary Friehe, Ph.D., CCC-S, Chair

- i. Montana had Audiology Assistants in two areas: Industrial and regular. They are required to be supervised by a Licensed Audiologist and to register annually with the Licensure Board. The allowable functions of these assistants are detailed in Board rule. These rules are currently being rewritten and should be finalized by the end of the year. Laura Jo McKamey, Montana
- j. Some states are regulating (licensing) audiology assistants. There is a big difference in the educational requirements and other defining characteristics such as official title and scope of practice. From our audiology legislative council meeting we found that 20 states have some sort of audiology assistant (AKA support personnel, aide, apprentice, communication assistant). These states are: Ohio, Texas, Alabama, California, Delaware, Florida, Iowa, Kansas, Mississippi, Missouri, Montana, Nebraska, Oklahoma, Pennsylvania, Rhode Island, Utah, West Virginia, Wyoming, Virginia, and Wisconsin. Hope this helps. Debbie Venkatesh, Arizona
- k. Yes South Carolina has at least 2. They are trained by the audiologist and go by the code of ethics for ASHA. Deborah Arnold

Topic: Speech-Language Pathology Assistants

Date Originated: August 1, 2006

Originator: Lori Taniguchi, Arizona

Original Message:

Arizona has just passed an slpa bill that adheres to ASHA's Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants. The slpas will be licensed by the Department of Health Services (DHS)

School districts are contacting DHS because the "speech/language assistants" in their districts do not meet the credentialing as stipulated in the guidelines.

To other states, if you have a tiered system regarding your slpas in regards to credentialing and scope of practice, please contact me at president@arsha.org.

Responses:

- a. In Kentucky, SLPAs must have a bachelor's degree in Communication Disorders and must work under the supervision of an SLP. Supervision guidelines are specified in statute. The supervision seems to prevent a two tiered system at least that is how our Department of Education has interpreted it. Betty Blodgett, Former President, Kentucky Speech-Language Hearing Association
- b. You may find the information on the ASHA web site on support personnel helpful. http://www.asha.org/about/legislation-advocacy/state/state_licensure.htm#support
Eileen Crowe, ASHA

- c. Lori, I am not sure what you mean by a tiered system for SLPAs. In California they must have an AA degree from a board approved community college program, or its equivalent. We did grandfather individuals who had served as "speech aides" and performed duties similar to those of assistants as outlined in our regulations. That grandfathering period ended in June 2003. You can go on line and find our laws and regs pertaining to assistants if you go to www.slpab.ca.gov. Does Arizona have or plan to have any SLPA training programs? Lisa O'Connor
- d. South Carolina School Districts do not currently have SLPA certification. Deborah Arnold
- e. Could you make available the legislation that your state passed on this area? We are looking into SLPAs as we work on maintenance of standards. Mona Ryan, mona-ryan@ouhsc.edu, Oklahoma
- f. In IL we passed a similar bill in 2004. Ours, too, adhered to ASHA's Guidelines. Our SLPAs are now licensed by the Illinois Department of Financial and Professional Regulation.

Before this law passed, there were assistants in the schools with no degree whatsoever, and assistants in both schools and health care with bachelor's degrees. We wrote in a grandfather clause so that the bachelor's level assistants who had been working to assist an SLP as of June of 2002 could get the SLPA license by just paying the fee. They had to apply within one year. This enabled some assistants to keep their jobs without going back to school. But those with no training beyond high school, who had been employed as aides in the schools, were terminated. (One such displaced worker contacted her state representative to initiate legislation to grandfather in all the assistants. ISHA defeated that bill.)

The state board of education is the agency responsible for determining who is qualified to work in the schools, and the department of professional regulation is responsible for all other settings. So we have a three tiered system:

1. SLPs, who hold the master's degree and a license from Illinois Department of Financial and Professional Regulation. They can work anywhere.
2. SLPPs (speech-language paraprofessionals) who hold the bachelor's degree and a letter of approval from the Illinois State Board of Education. They can only work for public schools. They are fired each year and can only be rehired if no SLP can be found to take their position. They carry a caseload equivalent to the SLPs caseload limit (currently 60 kids) and are supervised 10% of the time (5% direct, 5% indirect) by a licensed SLP. The Supervising SLP's caseload is decreased by 15% for each SLPP she supervises, and she can only supervise two. We at ISHA consider this unlicensed practice and have tried to get rid of this "emergency" program

which has lasted decades, but the shortage is a problem we have not been able to solve otherwise.

3. SLPAs (speech-language pathology assistants), who hold the two-year degree from an ASHA-approved program. They cannot carry their own caseload in the schools, and cannot increase the caseload of the SLP. So the combined caseload of the SLP and the SLPA is 60, and one SLP can only supervise 2 SLPAs. They can work in health care or schools. They must be supervised 20% of each patient's contact time per month.

We have one program at a community college in IL that produces SLPAs. Because an SLPA cannot increase the caseload of the school SLPs, schools have not hired them in large numbers. To school administrators, an SLPP is a better deal because she can see 60 kids. Some SLPAs are working in health care. So the SLPAs did not solve our shortage or take our jobs. Christy Strole, President, Illinois Speech-Language Hearing Association.

- g. In Texas we did not have assistants prior to the passing of our licensure bill in 1984 - so did not have to deal with upgrading assistant credentials. Assistants must have a bachelor's degree and specified hours in coursework, observation and therapy - as well as supervision requirements and a restricted job description -- see URL:

http://www.dshs.state.tx.us/speech/sp_general.shtm

Lynda, TSHA President

Topic: Speech-Language Pathology Assistants – Training Programs

Date Originated: August 1, 2006

Originator: Lisa O'Connor, Former CSAP President

Original Message:

I am a member of the SLP/SLS Assembly Ad Hoc Committee on the appropriate use of assistants. We are trying to determine how many training programs there might be in the U.S. Please send a list of the training programs of any type (including name, address, phone or URL) which prepare Speech Language Pathology Assistants to work in your state.. You may reply via the listserv, or send the information to me directly at: lisa_oconnor37@hotmail.com
Your assistance is much appreciated.

Responses

- a. We are putting the SLPA into our licensure law revisions this summer. It will require the bachelor's degree in communication disorders. There currently is no program in Nebraska that has a specific SLPA training program, but all three do have a bachelor's degree. I will be interested in your findings.
Mary Friehe, Ph.D., CCC-S, Chair,
Dept of Special Education & Communication Disorders,
Board Recognized Specialist in Child Language

- b. Please see the URL given in my response to the Ariz. President Thanks, Lynda from Texas
- c. Hi Lisa, here is the link to the SLPA program in Washington State. We are currently working with the SLPAs to submit a bill requiring certification/registration of SLPAs. I would be very much interested in any information you gather. <http://www.shoreline.edu/SLPA01.htm>
Jane E. Smith, Past President WSHA

Topic: State Licensing Board

Date Originated: August 23, 2006

Originator: Norma Hogan, Kentucky

Original Message:

Our state licensing board is requesting a meeting to see if we can pool our resources to better serve folks in our state. They have a lot of trouble with the state administration. Technically, it doesn't have to be done by the state as we pay them to do this. I wondered if any other states have a combined office taking care of members of a state association and also those who are licensed in their state. Could you send this out to state associations?

Responses:

- a. A relationship with the State Licensing Board is very important, but it seems there would be potential for conflict of interest to have too much pooling of resources—perhaps the KY state assn could serve in an advisory manner to assist the License Board with becoming more accessible to license holders...eg. if license holders report problems with navigating the state license board web site, the state assn could try to describe the kinds of problems being reported. Kathy Erdman, WSHA
- b. In Montana, I have been attending the state licensure board meetings as an "interested party" I have shared our state association position on certain topics. The licensure board has been in the midst of rewriting our rules necessitated by legislation passed in January of 2005. The purpose of a licensure board is to protect the public, the consumers of our services, the purpose of the state organization is to serve and protect its members (or the profession). The attorney for the state licensure board told me that to give an appearance of undue influence of one party over the other would be in violation of law and reek of conflict of interest. It truly is in our best interest to keep these two entities separate even though often the same people provide service for both. Laura Jo McKamey, Montana
- c. In Texas the Licensure Board and the TSHA are separate entities. Our association represents professionals and our Licensure Board is for the purpose of protecting the public. I think it would definitely be a conflict of interest to merge in any way. However, we do try to work together in a way

that benefits both of us, but it is in no way a formal or legal connection.
Lynda Barbee

- d. Interesting topic. Wyoming does not have a combined office per se. The State Association has one member from the State Licensing Board appointed by the association president to serve as a liaison to the state association to keep members updated on current issues that may impact them. The communication between the two boards has not been effective and the current state association is trying to take steps to change that by re-structuring the Executive Board of the state association first. We are due for renewal with ASHA this November so our timing for this step is perfect. Our state convention is this September and we will vote on the new restructuring and by-laws/constitution at that time. Should be an interesting discussion. From there, our goal is to make the two boards better at communicating with each other. I hope this helps. Lynda D. Coyle, M.S., CCC-SLP, Wyoming
- e. Arkansas also has separate ArkSHA and ABESPA. The ArkSHA President has appointed a liaison to attend ABESPA mtgs. Don't think by law we could ever merge, as they were created under 2 separate bills/laws. Laura Smith-Olinde
- f. Well said, Laura Jo. I know of no state which has a combined office taking care of state association business and as well as implementing the authority of the licensure board. Such an office would constitute a conflict of interest. CSAP hosted a session at its May 2004 conference as well as a teleseminar in the fall of 2004 relative to licensure boards and state associations working together to strengthen the professions. While working together is critical on various issues (e.g., educating consumers), the powers of the board (as specified in the state's enabling statute) cannot be implemented by state association staff. I'm not sure if this would address the issues specific to Kentucky's situation, but some (semi-autonomous) state licensure boards combine resources with other boards within their state. For example, in La., the executive director for the speech-language pathology/audiology licensure board is also the executive director for two other boards (social work and dieticians). Office space and staff are also shared. It is extremely difficult to carry out the licensure board's responsibilities without adequate resources. I hope that Kentucky's board can find some viable solutions. It is great that the Kentucky S-L-H Association and licensing body having a working relationship and can dialogue about the problem. Theresa Rodgers, CSAP President-Elect
- g. In New Jersey, our licensing board and association are separate but some members of our licensing board are members or even board members of NJSHA, as well. When vacancies occur, we always provide names for appointments. Nancy Patterson, Immediate Past President, NJSHA
- h. In NC- we are a ditto to Arkansas and Texas- actually the benefit of NCSHLA is that we can use our Planning Committee and board liaisons to advocate for changes and work with the BOE to affect change in the legislation but the BOE remains totally impartial as its job is to

protect the public. For example, we went to the BOE to let them know that we would be moving forward with proposing legislation to include swallowing in our scope of practice. The BOE appreciates our collaboration and this collaboration helps us not meet road blocks with state legislation but our lobbyist is the one doing all of the work from our directive. We have a good relationship with our BOE. If there is a topic like there is now with ELL (English Language Learning) that the BOE decides not to comment on- then NCSHLA (me and the board) appoint an ad hoc committee to make recommendations for what our organization stands for/against. Hope this helps-Sherry Curtiss

Topic: Service Delivery

Date Originated: September 29, 2006

Originator: Sherry Curtis, North Carolina

Original Message:

We just met at our State headquarters with one of our Board members and the Ad Hoc committee for ELL (English Language Learner). This board member, Perry Flynn, is also the SLP rep for SDPI (our Dept. of Public Instruction). We have all agreed on a statement for service delivery that will be listed on the NC DPI site soon (probably next 8-12 weeks) on our position for ELL. Someone brought up at the meeting- is there any state which has guidelines- licensure, etc. for training interpreters? That is my question- are there any state presidents out there who know if in your state there are guidelines for interpreters or can it be anyone who speaks the language?

Also, I have been discouraged and did not know this until recently- so many of you may know- CMS language is very clear on NOT reimbursing for SLPA in healthcare and there is no way around that. Here we are with a future ahead of shortages in SLP and we cannot improve on the SLPA issue for healthcare because we can't even get a foot in the door. ASHA apparently does not want to touch the SLPA issue. I know there needs to be improvements with better defining SLPA all over the nation- but it is like we are moving forward with this area in schools and can't do anything in healthcare where we are also experiencing big shortages and patients that are in need of services. I know there are many states feeling this more than NC. Allied health is hurting just about everywhere. I invite any of you to speak to this issue because I value your opinion!

Responses:

- a. Hi Sherry, I am on the ASHA LC and I can tell you that we talk about the SLPA issue at every LC meeting. In fact, I think there is now an Ad-Hoc Committee that was formed through the LC to examine this issue. I would encourage anyone who has thoughts on this issue to send them to the LC

through the Membership Forum for the next LC meeting in Nov. This was before my time on the LC, but as I understand it, one of the reasons ASHA discontinued its SLPA program in the past was that no one was applying for it and the program was going to lose a lot of money. I'm glad that there will be a Committee examining this issue—it is an important one. Craig E. Coleman, M.A., CCC-SLP, BRS-FD

- b. Regarding interpreters - in Texas there are no state guidelines for use or training of interpreters.

However, as we all know, interpreters should definitely be trained - as the chair of our CLD task force and major developer of our CLD document, Becky Gonzalez has this to say:

Speaking the language is not the only requisite. I know there are districts with guidelines and training for interpreters and then there are districts that use agencies and do not train the interpreters themselves. And then of course, there are districts who pull in anyone who speak the language to interpret! Lynda, President TSHA

- c. 1. Re interpreters - I would guess that most states do not have specific guidelines for training interpreters but ASHA certainly does. In fact, there is an excellent 2 hour tape available through the ASHA Action Center. It is done by Henriette Langdon, and is an excellent way to train interpreters regardless of work setting.

2. Re Assistants - yes it is true that they do not have billable hours in the private sector, but federal legislation would be necessary to change that. That probably will not happen until ASHA decides to recognize Assistants in some way. As was mentioned by Craig Coleman in a reply email, the SLS/SLP Assembly did establish an Ad Hoc Committee to look at the appropriate use of assistants. This committee developed a report with recommendations, and that report was presented to the LC in November in Miami. I have attached the report for review and further information on this topic. The committee is continuing to meet to determine how some of the recommendations can be turned into action items.

Lisa O'Connor, CSAP Past President, CSHA

Topic: Legislative Day

Date Originated: January 9, 2007

Originator: Laura Jo McKamey, Montana

Original Message:

Hi everyone. Many of you have "bragged" about doing legislative days. Montana will be having it's first ever legislative day on March 16 and I need help. Please send me information on brochures and other information to get to pass out preferably cheap. Thank you so much!!

Responses:

- a. Here is a copy of our flyer - we have had breakfasts and now do the Brownies and ice cream. We have members donate the brownies (first year I made 300 brownies - no more) and Blue Bell donates ~1/2 the ice cream and we buy the rest. We use the little cups of ice cream. We order the current Better Hearing and Speech Month stuff - information flyers from ASHA - it has been a hit. We set up in the Capitol Rotunda. We send these flyers via capitol mail - so no cost for mailing - to all the senators and representatives. The ice cream/brownies and hearing screenings are available for them and also for the public that is at the capitol that day. We go until we are out of food. Hope this helps. Mona Ryan, Oklahoma Past President
- b. Laura Jo, I'm sending you the brochure we put together to hand out to the legislatures. We also handed out ear plugs for times they might be flying. The brochure is a PDF file. Let me know if you can't open it and I'll send you one through the mail. Judy Sawyer, Kansas PS - We also have the Governor sign a proclamation for Better Speech & Hearing Month when we go in March rather than wait till May. Great photo ops with the Governor signing the proclamation and all of us standing behind.
- c. Our legislative days are organized in this way... We send out registration flyers, some hard copy, posted on the web, and via email ... in the registration we ask for their home address (or address where they are registered to vote). That way we can ID their legislators and know which offices we will have constituents to visit. In addition to those offices we also ID other offices of legislators who sit on key committees that we want to visit. We also (if possible) notify the attendees before the event and have them make an "appointment" with their legislator - we have also done it where we just stop in. We meet somewhere offsite and do a brief training of what to say, what not to say, and give all of the participants their talking points. We also provide the attendees a packet containing several pieces of information, including: something (hard copy) to leave in the legislators' office (who we are, our talking points, etc.), maps of the Capitol, info on the individual's legislator. We also take some trinket with the Association's name on it (pads of paper, candy jar, something). We have the participants fill out a form at the completion of their visit... what office did you visit, who did you actually meet with, how were you received, did the person you met with have any personal experience with someone who has a communication disorder. And

possibly more specific information depending on what we have sent our members in to talk about. Hope this is helpful. Please let me know if you have any questions. Melissa H. Sweeney, MS, CCC/SLP, Cert. AVT , VP, Social and Governmental Policy, Texas Speech-Language-Hearing Association

- d. Laura Jo: We in IL have done this for about 6 years. Our lobbyist picks a day when they're in session, but not a day when some other big noisy group is having their lobby day. We email our representatives ahead of time telling them we're coming. Usually we have about 10 members descend upon the capitol building. Our lobbyist or VP for Legislation and Regulation write talking points about current bills so we have something to say, written in our hand. We set up our table top display in the rotunda and have someone sit at it, passing out brochures and answering questions. Our lobbyist brings us around and keeps us coordinated. We visit our own legislator's offices in pairs, leaving brochures with business cards stapled to them. We send business cards via page onto the floor when they're in session so they'll come out and shake our hands. We wear name tags with the ISHA logo. We also visit representatives and senators who are on key committees. Last year we had an hors d'oeuvre and wine reception at the new Abraham Lincoln Presidential Library for legislators in the dinner hour. Only a few came, as they have many such receptions from which to choose every night. Because we served alcohol, we paid for participant's hotel rooms as well as their travel, so the reception cost some money and only reached a few legislators. But it was delicious and we got a chance to relax together. Several times we brought portable audiometers and provided free hearing screenings for the legislators throughout the day in the capitol building. We also passed out ASHA's brochure about the care of professional speaking voices. It's intimidating the first time you go, but then it's fun and you realize, these people want to hear from us. That's empowering! Enjoy! Christy Strole

Topic: Salary Supplements

Date Originated: June 9, 2007

Originator: Norma N. Hogan M.A.-CCC A/SLP FAAA

Original Message:

Kentucky is currently working on salary supplements for SLPs in public school settings. We have a lobbyist, and would appreciate it if any states who have been successful with this could give us tips as to what members can do as well as allow our lobbyist to contact any other lobbyist for suggestions on how to approach the legislature. Thanks!

Responses:

- a. It is essential that you develop talking points on why the salary supplement is good for the state of Kentucky and stay away from the idea that SLPs deserve it. Requirement of a graduate degree, shortages and the need to obtain and retain competent professionals are some good arguments to start with. It will be a budgetary impact, so to come up with some projections on what it costs to recruit SLPs versus retaining them would be good. Also, the cost differential between having full-time SLPs on staff versus contracting to private practices would be good. The state needs to see that they will at least break even if not save money by doing this in order for it to happen. Robert C. Fifer, Ph.D.
- b. We have a variety of information here at ASHA that may be useful to your association. If you have not received information from ASHA on advocating for salary supplements please let me know (you can reach me at ecrowe@asha.org). Eileen Crowe, Director, State Association Relations, ASHA
- c. I'm out of town and away from my materials as I write this, but I do have some advice for you on this. Document as diligently as possible the following: How many positions are unfilled in the public schools? When those positions are not filled, how is this problem addressed? (overloaded caseloads, contract SLPs, etc.). How many current school SLPs are on the brink of retirement? How much money in federal \$ does each school SLP generate (Medicaid, EFA, etc.)? In the end, you want to demonstrate that your state can actually SAVE money by providing a salary supplement, both through retention and avoiding costly contract SLPs. Once you have amassed as much information as you can, reduce it all to a few talking points - no more than can be printed on a single page. Use this to get the attention of your legislators. Having said all of this, we have yet to pass our bill, because we still have one senator who opposes us. Otherwise, we have wide support for our bill in the SC legislature. If you like, I can try to forward you some of our documents when I return home later this week. Hope this helps, Charley Adams, PhD
- d. Alabama has worked on this unsuccessfully.

Topic: Online CEUs

Date Originated: August 24, 2007

Originator: Nancy Montgomery, President, Missouri

Original Message:

The Missouri association wants information about offering online CEUs. If anyone has done that in your state, if you could send us information about how that is done and if it has been successful (and not competed with your annual convention), we would appreciate it!

Responses:

- a. We have not done this, but we are trialing video linking several sites in our state this year to our Fall Conference (single speaker). Kathy Boada, President-Elect, Colorado Speech-Language Hearing Association
- b. In Minnesota we offer a free members-only online home study course in the summer -- scheduled to avoid interference with our fall conference and spring convention. You may view a portion of the site at <http://www.msha.net/homestudy.asp>. Leslie Glaze
- c. Wyoming has not offered on-line CEUs. Our general policy is to post all CEU opportunities to our website free of charge -- to those who ask. We want our membership to be current and up-to-date with their continuing education and want members to know of all available learning opportunities. Lynda D. Coyle, M.S., CCC-SLP, 2007 WSHA President

Topic: Early Hearing Detection and Intervention (EHDI)

Date Originated: August 30, 2007

Charley Adams, President, South Carolina

Original Message:

At our ASHA State Association meeting in Little Rock, Jim Potter gave us a great presentation about ASHA's Early Hearing Detection and Intervention (EHDI) initiative. He strongly encouraged state associations to pursue legislation at the state level, in addition to what ASHA was working on at the national level. I would be very interested to know if any states have drafted any such legislation, and if so, have they managed to get anything passed? Additionally, has any state association worked with any OTHER associations in order to push this (or any other) legislation? You can reply to me directly, or to the listserv if you feel your information would benefit all - and THANK YOU!

Responses:

- a. Oregon passed its EHDI law in 1999. OSHA was actively involved working for its passage by testifying and lobbying on the bill. The bill in

1999 represented the second attempt to enact EHDI in the state. The program continues to evolve as our state works to improve follow-up and referral for treatment. John McCulley, Executive Director, Oregon Speech-Language Hearing Association

Topic: ASHA Legislative Councilors

Date Originated: October 19, 2007

Originator: Nancy Montgomery, President, Missouri

Original Message:

Last year, our Executive Board voted to NOT supply funding for our LCs to attend the ASHA convention (not a popular decision with them), but we did invite them to attend our state association meeting for free of charge and to have a booth in the exhibit hall to have a mechanism for visiting with our members. I was wondering how other state associations collaborate with their LCs since I would love to foster some collaboration. Any ideas you can give me would be appreciated.

Responses:

- a. In NC- we budget money for each LC (three LC's) annually. They are liaisons to our Professional Affairs Committee and we post information from LCs on our web site. Sherry Curtiss, Past President of NC (AKA "Has Been")
- b. We use the funds generated by our silent auction at convention to assist our LCs travel to meetings. Paulette Gentry, TAASLP Pres-elect
- c. We've offered our LC's \$500 for the year to attend LC meetings. However, collaboration has not been too difficult since our LC's usually have been long-time NJSHA volunteers. Robin, NJSHA
- d. In Oklahoma – we do fund most of their expenses so they can attend ASHA. We do strongly encourage (require) that they attend our quarterly Executive Council meetings. They give a written report in our newsletters and a verbal report at our business meeting at the annual convention. Mona Ryan, M.S., CCC-SLP
- e. In Texas, we give our LC members a set fee for all - \$600.00 for the year. They can use it for whatever expenses they wish. Judi Keller
- f. It has been FLASHA's tradition to give a donation of \$400 per LC per year. Tami Spyker

Topic: Teacher Pay Scale

Date Originated: November 1, 2007

Originator: Charley Adams, South Carolina

Original Message:

In SC, public school SLPs are on the teacher pay scale, which I am assuming is true for most states. PTs and OTs are not, however. We are beginning to explore the option of having SLPs leave the teacher pay scale, in hopes of (of course) increasing salaries for SLPs. Are there any other states who have SLPs not on the teacher pay scale? Have any states made a transition of this sort? We are researching this heavily from several angles, one of which is this request to all of you. I'm grateful for any insights you may have - feel free to reply on the listserv, or directly to me at: charley@sc.edu

Responses:

- a. In Oklahoma - most SLPs in the schools are on teacher pay scale. I have been told by some administrators that their PTs, and OTs when they left the pay scale - they lost their benefits such as sick leave etc. They were making more money but did not have the leave time which many of us appreciate in the schools. They also lose some of the negotiated agreements from the union. The SLPs not on teacher scale seem to be contract employees not district employees. Mona Ryan, M.S., CCC-SLP
- b. In NC- we are paid on the psychology scale which is substantially more money. We can talk more in Boston about the how to... Sherry Curtiss
- c. The speech-language pathologists in Fairfax County Public Schools, Virginia are looking into ways to be paid according to the psychologists' pay scale. They are paid more than we are but they have no caseload! We have a local Speech-Language Pathologists Association that is gathering information to support our position on this. Our superintendent! recently sent a letter to all principals informing them of the severe shortage of SLPs in the county and that we are not to be assigned extra duties but that we should focus on our students with IEPs. We are also looking into the possibility of receiving a couple of step increases on our current pay scale for our positions. Our organization was able to receive funding for our ASHA dues late last Spring! So, if we are successful in getting moved to better pay scale, I will let you know. Thank you, Ruth Ann Brooks
- d. Alaska's SLP's, OT's, and PT's are all on the teacher pay scale. Tina Clumpner

Topic: Regulations for IDEIA

Date Originated: December 7, 2007

Originator: Suzie Rosser, Mississippi

Original Message: After a year of working on a committee to develop MS regulations to coordinate with IDEIA our work was tossed. MSHA is about to meet with the department of education to propose a method to differentiate children with language disorder from those with language delay in order to shorten the intervention process for children with neurologically based disorders. Information on how other states handled this issue would be very helpful. If you have your state regs available in electronic format please forward them to q7711@yahoo.com or if in hard copy fax to 601-354-6945. Thanks for sharing with us. See you in Saratoga...Suzie

Responses:

- a. Suzie, its Judy Sawyer from KS. If you go to www.kansped.org and type in speech and language guidelines in the search box, a copy of our latest guidelines appear. I think there might be some helpful info in there for you. Good luck.
- b. We don't have state regs regarding this issue. Wish we did. Good luck. Tina Clumpner
- c. Here in NH we are just hoping to have our latest efforts in the legislation passed. This will hopefully be happening on Dec. 20. We have been working with the Dept of Ed to have the standards for Speech Language Specialists increased and defined. The rules that we have proposed have been written, revised and re-written for several months. I will look for our current slp regs and also send over the speech specialist regs when they are approved. Amy Tyson

Topic: Hearing Aid Dispensing Law

Date Originated: January 28, 2008

Originator: Lynn Spivak, Ph.D., CCC-A, Immediate Past President, NYSSLHA

Original Message: Audiologists in NY are looking to change the current hearing aid dispensing law that requires audiologists, as well as hearing aid dispensers, to register with the NY Dept. of State. This entails passing a test, maintaining CEUs, and paying a fee every 3 years. We feel that our state licensure through the Dept of Education qualifies audiologists to dispense hearing aids and the requirement for additional registration with the Dept of State is superfluous, an additional burden and demeaning. We lost this battle several years ago when the dispensing law was passed, but we want to revisit it now. I know that some states have been successful in eliminating the need for a dispensing license for licensed audiologists. We would greatly appreciate any information and advice you might have for us to help us eliminate this requirement in NY. Thanks.

Responses:

- a. There are currently 33 states that allow for dispensing under the audiology license (i.e., the audiologist does not have to also possess a hearing aid fitter's or dispenser's license in order to dispense hearing aids). I'm attaching a list of those states (let me know if you don't receive the attachment). The list was compiled by the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology and was updated in the fall of 2007.

This was a major issue for us in Louisiana in 1995 when we revised our practice act. The hearing aid dealers turned the issue into a turf battle even though there was a statement in every draft of the bill that specified that hearing aid dealers could continue to practice as stated in their practice act.

Nebraska is one of the most recent states to have revised their enabling statute to include dispensing in the audiology scope of practice. Sue Rowland or David Mendlik could probably provide you with more info.

Additionally, the District of Columbia recently enacted a practice act for SLP/Aud. My interpretation is that dispensing is included in their act ("practice of audiology"..."hearing aid and assistive listening device evaluation, selection, preparation, dispensing, and orientation"). Hope this helps. All the best, Theresa Rodgers, M.A. (SLP), Ed.Sp. (LD), L-SLP, CCC-SLP

- b. Montana has the same requirements for Audiologists and the Hearing Aid board. The Audiologists in Montana have to pay \$100 to be licensed as an Audiologist and \$300 to be licensed to dispense hearing aids. Since there are only about 60 audiologists in Montana it has become cost effective to comply with both board requirements. There are rumblings in the state capitol to

combine the SLP/ Aud licensure board with the Hearing Aid board and in that case all SLP's, Aud's and Hearing Aid dispensers will pay the same licensure fee (Around \$250) Which would be nice for everyone but the SLP's so the SLP/ Aud board is keeping a low profile about it. Laura Jo McKamey, Past President, Montana Speech Language Hearing association

- c. This is the way the law reads in Oklahoma: **May an audiologist licensed pursuant to 59 O.S. 1601 (1981), sell hearing aids without obtaining an additional license, pursuant to 63 O.S. 1-1750 (1981), as a hearing aid dealer and fitter? ¶10 It is, therefore, the official opinion of the Attorney General that audiologists licensed pursuant to 59 O.S. 1601 et seq. (1981), are exempt from the rules and regulations of the State Board of Health concerning licensure of hearing aid dealers and fitters. As a result, a licensed audiologist may lawfully sell a hearing aid in the State of Oklahoma without holding a license issued by the State Board of Health pursuant to 63 O.S. 1-1750 (1981).**

We have two boards, one that licenses audiologists and one that licenses hearing aid dispensers. As you can see, it was the attorney general's opinion in 1983 that the hearing aid dealer's licensure board had no jurisdiction over audiologists and therefore could not require us to hold a hearing aid dispenser's license to dispense hearing aids. I hope this helps, Best of luck, Stephen W. Painton – Univ. of Oklahoma HSC

- d. In Nebraska last year we ran into significant opposition because one of the members of the HHS committee was a golfing buddy of a prominent hearing aid dispenser and effectively limited our bill. Some strategies that may work to chip away at the requirement include removing the examination requirement (what we did last year) and adding hearing aid dispensing to the scope of practice under an audiology license (helps to make the redundancy argument more easily, also something we did last year). I hope this is helpful. Sue Rowland, M.S., CCC-SLP-L (NSLHA Past President)

Topic: Recognizing CCCs

Date Originated: December 18, 2008

Originator: Karen Kerns, Missouri

Original Message:

Has your state been successful in getting your educational boards to recognize the CCC's as equivalent (or superior) to the NBT in order to give SLPs stipends?

Responses:

- a. In Connecticut everything relating to teacher contracts is done at the local level such decisions are not made at the state level. One town in CT currently has

- wording in the teachers' contract recognizing the CCC as equivalent to the NBT. I believe that this contract includes any national certification so that school psychologists, social workers etc. can be covered. Vernice L. Jury, President
- b. Yes! I would like to know what is working in other states. We have had no luck at the state or at our district level (I have been on our state association board for seven years now...). We have only one school district that provides compensation (a stipend). John Bernthal told me that NBT does not recognize the CCCs as equivalent--that's because we are NOT teachers! We should be compensated for the skilled training we have and maintain with CEUs. Other professions do!!
Kebbie Himmelberg.
 - c. Illinois is a "district governed state" so each district handles it differently. The state is staying out of it. We have this as a breakout session at our Convention this February-to have districts that have it give pointers to the districts that don't (yet). Sorry I wasn't more helpful. Mary Johnson
 - d. This is not recognized statewide in Washington. Some districts have chosen to provide a stipend; however, most have not. This is one of WSHA's primary initiatives, however, in combined efforts with other educational staff associate professional organizations (PTs, OTs, nurses, counselors, etc) - to get Washington State to provide the stipend. David M. Lundgren, President, Washington
 - e. Yes, we achieved this in NC over 10 years ago where all SLPs in the schools have to have a master's. The still have to be licensed by the DPI but they have to have graduated from an accredited program. Sherry Curtiss
 - f. Oklahoma - yes - since 2006-07 - full-time - this year part-time. Mona Ryan
 - g. Louisiana passed legislation in 2003 recognizing ASHA certification for full-time public school SLPs and audiologists as equivalent to NBPTS certification. Although the bill was passed, funds were not appropriated until this past legislative session. Funding for the salary supplement was including in HB1 (state budget) this year. The supplement was funded at approximately \$3000 rather than the customary \$5000. There are also a few individual school districts in Louisiana that have provided the salary supplement. One of these, Calcasieu, was featured in the ASHA Leader last year. St. Mary Parish has also provided a salary supplement for ASHA certified individuals in the past. This year, the St. Mary Parish School Board provided local funding (to make up the difference) so that their ASHA certified SLPs and auds received a supplement in the amount of \$5000 rather than the \$3000 appropriated by the state. The 2003 legislation is posted on the LSHA web site on the Legislation page. Theresa Rodgers
 - h. Michigan has not, but we are spending our energy (and money) on getting licensure first. Maureen Staskowski
 - i. Not yet here in NH. Amy
 - j. No but I am organizing the SLPs in the Nashville Davidson County, Nashville, TN school district to approach the negotiating committee to hear our request to recognize our CCC as the equivalent. They are paying \$1000.00 to assist funding the exam and \$4000.00 a year as a salary supplement. Paulette W. Gentry
 - k. No we have not. We have tried a couple of times but it has not gone through... at least yet! We have assembled a task force for nationally certified related service providers to try to get this. We have a budget shortfall plus there are quite a few

- school SLPs as well as other providers with national certification so anything giving us more money is going to be dicey. There are states who have though! And there are districts in Washington who do it as an incentive to reduce their personnel shortages. Sindy Sands
- l. Louisiana passed a National Certification Salary Supplement for SLPs in 2003 and got funding in 2008. Renae F. Colwick
 - m. The answer in Mississippi is yes. I refer you to Mary Ann Mach who was the one of the driving forces in obtaining a supplement based upon the C's being equivalent in nature to the National Board criteria. See above email. She can direct you to some resources. Lucinda Gibson, Mississippi President, 2009.
 - n. WE had a bill passed but not funded. We are seeking funding at the next session in January. We will keep you posted. Kay Hall
 - o. I don't think so. As an employee of the public school district I was put on the regular teacher's salary scale. What is NBT? Jennifer Pierce
 - p. Louisiana did finally pass a salary supplement for SLPs with CCC based at least partly on the rationale that the CCC is a national certification along the lines of national board certification for teachers. Heather Anderson
 - q. Georgia is working on it now. We are interested to hear what "recognition" looks like in other states. Jill Shedd
 - r. In MD my county Prince George's gives 3000 stipend the first year and 2000 every year after that for having your CCC. This has been in effect for awhile. India Parson
 - s. No, our state has not attempted this yet. Some school districts have stipends. Sharon Brychka
 - t. Not in NJ. Robin
 - u. A couple of local school districts modeled some extra stipends for SLPs with their CCCs same as with the NBT, but as to the state of California-- nothing. With the current and foreseeable future state budget crisis (up to \$20 billion shortfall), no chance for any immediate future on this issue. Robert Powell, CSHA Advocate

Topic: Funding for SEALS

Date Originated: January 5, 2009

Originator: Tina Eid, Virginia

Original Message:

How much money they each give to their SEALS representative? I want to know whether they are fully funding them to go to ASHA and the Schools conferences. Any help with this would be greatly appreciated!!

Responses:

- a. Rhode Island does not fund any of the SEALS activities. Marcia McOsker
RI SEAL

- b. We are not reimbursing the travel for our SEALS, STARS, or MICS in NC but this issue may surely come up again because we were funding the LC's up to \$1,500 per year. Sherry Curtiss, 2009 CSAP President
- c. In Oregon, we give them a travel budget of \$1000 a year. They can use it for either conference, but we've preferred that they attend the schools conference. We also give this same amount to our Advisory Council members for ASHA. Ashley Northam
- d. As past president for the state of Nevada I had the bylaws changed to state a specific amount to be split between all representatives that attended the conference. Prior to that our SEAL received 100% compensation to either ASHA or the School's conference. It got to be rather expensive and I had a hard time justifying it. During one of the SEAL's orientation meeting this was discussed. Some states gave a flat fee of \$400-600, other's paid for their travel and hotel for the days of their meetings. Some received nothing. I personally believe that some compensation is only fair, as they do give up personal time during these conferences to attend specific SEAL meetings. They also report back to the association updates of what's going on in our profession.
- e. Here in Colorado, we have a very tight budget and so have in the past, coordinated with the Colorado Dept of Education to pay for one conference (CSHA paid ½ and CDE paid ½). It has fluctuated every year depending upon the success of our conferences and our budget. Kathy Boada, MA, CCC-SLP
- f. Currently the ASHA SEAL is given no financial assistance to attend anything from the Arkansas State Association. I introduced this notion a couple of years ago and it was voted down b/c they said if they helped the ASHA SEAL, they would have to help the MIC and the STAR. Since ASHA is now covering legislative council expenses with the revamping, as the President of ArkSHA this year, I plan to reintroduce this item....we'll see. Has ASHA ever considered kicking in some monies for ASHA SEALS???? Kay Hall
- g. TN had to cut the funding for the SEALs this year, which was the first year I proposed it. Paulette W. Gentry, M.A., CCC-SLP
- h. To my knowledge, Georgia has not funded this for quite some time, and now with all our state budget cuts impacting our association, we cannot do that at this time. Hopefully, someday we can fund it again. Ruth Stonestreet, Ph.D., CCC-SLP
- i. We provide up to \$1000 for our SEAL to attend the ASHA Schools Conference in July. Robin (NJ)
- j. Suzie Rosser in MS here. Until our budget planning for 2009 we had not included any funds for ASHA Seals travel. In the current budget we allotted \$1000 for travel expenses for the SEALS representative & each of the advisory council members to off-set costs of their representation on behalf of MSHA.

Topic: Supervision of “Aides” Via Web Cams or Video Conferencing

Date Originated: March 12, 2009

Originator: Jennifer Pierce, President, Montana

Original Message:

I am interested to know whether or not your Licensure Board currently allows SLPs/Auds to supervise “aides” via web cams or video conferencing? Our State Licensure Board currently requires supervision to be “on site” but is curious to know if other states allow “tele-supervision” practices. Thank you for taking the time to respond.

Responses:

- a. HI Jennifer, I am the Chair of the Oregon Board of Examiners for Speech Pathology and Audiology, and we do allow for "live webcam" viewing to count towards Direct Supervision hours vs. a recording could only count towards Indirect Supervision hours. Here is a link, however, we are in the process of rules revision now, so is not as clear as we plan to have it in a few months. Oregon requires persons providing speech and language therapy to be Certified (licensed) by the state licensing board. That is also included here in the statute.
http://arcweb.sos.state.or.us/rules/OARs_300/OAR_335/335_095.html
Ashley Northam, Past President, Oregon, Chair, Oregon Board of Examiners for Speech Pathology and Audiology
- b. Arkansas requires on-site. Kay Hall
- c. In Texas, at this time, the “face to face” supervision is still written into the rules and regulations. However, our state board of licensure for speech-language pathology and audiology is reviewing the use of telepractice in Texas and may consider supervision at the same time. Judith P. Keller, M.S., CCC-SLP
- d. Kentucky requires on-site, but the regs do not disallow tele-supervision to augment on-site supervision. That is in direct agreement with ASHA’s requirements. We cannot use tele-supervision only because our regs specify on-site as a requirement. Lonnie Harris
- e. Connecticut requires on site supervision. Vernice L. Jury, M.A. CCC-SLP
- f. Louisiana allow web cam supervision. www.lbespa.org Renae F. Colwick, MA, CCC-SLP
- g. Florida requires direct, on-site supervision of assistants. Robert C. Fifer, Ph.D.
- h. Not in NC. Sherry Curtiss
- i. The Louisiana licensure board added a provision to include "web cam" as a means of performing on-site, in-view observation when the *Rules, Regulations and Procedures* were revised in October of 2007. The benefits of using Skype or other software to accomplish supervision and related tasks have been amazing. There have been "spillover" benefits in that, e.g., an SLP at a school can contact the District Coordinator about a difficult case, can seek input while therapy is being conducted, etc., all without everyone having to drive to the same location/be in the same room.
- j. Louisiana allows supervision to be accomplished in this manner for anyone with a level of licensure needing supervision, not just "assistants". The aides in Louisiana are not permitted to engage in any direct activities with clients/patients unless the aide was employed at the time the licensure law was revised in the mid-

90's (grand parenting provision). Our current licensure board chair, Steve Harris (2003 LSHA President), was the real leader re: the licensure board's technology advances. We are currently working on a webinar to be made available on the Board's website. I'm sure he wouldn't mind if you contacted him at sharris@stmary.k12.la.us, or feel free to contact me if you need additional information. The rule allowing use of a web cam to perform supervision is below.

§103. Definitions
On-Site In-View Observation - the supervisor observing the licensee engaging in a specified clinical activity with his/her patient/client. The supervisor shall accomplish this task either by being physically present in the room or through the use of a live video monitor or web cam. All the best, Theresa H. Rodgers, MA(SLP), EdSp(LD), L-SLP, CCC-SLP

- k. Since we don't have any SLPAs in NJ, this is not yet an issue. Robin
- l. In MS there is a designated position of SLPA's in statute, but to date we do not have any either in the public schools or health care setting so this issue has not come up for us. Suzie Rosser, Past President, President Elect, MS Speech Language Hearing Association

Topic: SLP and Audiology Graduate Students

Date Originated: January 13, 2009

Originator: Karen Kerns, Missouri, President

Original Message:

Have any states surveyed SLP and Audiology graduate students to see if they stay in their respective state to work? Also wondering what setting they plan to work in and why? We are trying to see why students leave our state and why they choose one particular setting over another.

Responses:

- a. We have not done a formal survey in Idaho but in speaking to the students the number one reason they chose another state is higher salary- this happens especially with our school based SLP's. It is sad. Rachelle from Idaho
- b. Our association has not conducted a survey, but our universities tract this information very well. Kay Hall
- c. This seems like a great project. I'll pass the information along to our Ex.Board and see if we can do a survey on the topic. Thanks, Gloria Petit-Clair, President Elect, Maryland Speech-Language-Hearing Association
- d. I know that there was a survey conducted at Northern Colorado State University in Greeley recently that tried to investigate why Colorado graduates are leaving the state. They asked us in Wyoming in report average school salary information (but I don't believe the Colorado graduates are all coming to Wyoming, certainly not for reasons of higher salaries). I can dig out the contact email address if needed. Christiane Dechert, Wyoming Past President
- e. Good question! We have not done any surveys, but I can tell you about the students who leave our program. We graduate students every semester since we have an entry point for the Master's program every semester. There are 20-25

- graduates every semester, and in the past few years, approximately half go to the school system and the other half go to medical settings, including acute care, etc. The ones who choose to stay in state are mostly because of family. We have students from many states in the East, and they often choose to “go back home.” For those with military connections (we have a large AF base here), they are going where the spouse is stationed. Hope this helps some to just have one university perspective. Let me know your results. This would be a good presentation—maybe several of us in states could do a survey and compare results. Ruth Stonestreet, Ph.D., CCC-SLP
- f. Informally, staff from our two large universities, University of Colorado and the University of Northern Colorado, have collected this information and feel that about 60-70% of their graduates stay in Colorado at least the first year. Most of their graduates go to the schools. Metro State College here in Denver has a BA & a leveling program for SLPs and their website indicates that 90% of their graduates stay in Colorado. Of course many of their students go on to graduate schools across the country. Many though, do return to Colorado after school. I don't know of anyone who has done a formal study. I wonder if ASHA has done this nationwide., Kathy Boada, MA, CCC-SLP
 - g. We have not surveyed our graduate students—but in speaking with current students they typically don't leave NM. Now we do have many students who come from other states to our graduate programs and they move on—don't know if they return to their respective states or elsewhere. Toni Trujillo, NMSHA President
 - h. Utah has not surveyed graduate students, but I will forward this along to our Professional Development chair to see if he can take this on and then keep you posted. Heather Elwell, MS, CCC-SLP
 - i. Are you including data in regard to their home town? whether they are from that state originally? some may go out of state to find a program.. since spots are so limited. Also.. can any of you send a quick email to me stating: a. your current dues; b. fee scale if it differs. Thanks! Sindy Sands, MA CCC-SLP, WSHA President 2009
 - j. We have not conducted a survey, but through many discussions we found that many return to their home cities after graduation. Deirdre R. Trent, President, DC Speech and Hearing Association
 - k. This may be easiest addressed by asking the graduate programs themselves where their people go - programs typically gather look back data about former students and are usually in a better position to appeal to those former students to provide information. The question(s) concerning choices of workplace seem to be a whole other issue. Michael Flahive
 - l. Have not done this nut is a great idea. Suzie Rosser
 - m. am not aware of any such survey in the state of Alabama to date; however, I do know that our School Affairs Councilor is working on a survey for the state. I will contact her and perhaps we can send you the final copy. Thanks - Dr. Jennifer H. Vinson

- n. We have not surveyed this in our state so we do not have that information. It is our perception that most of our graduates from Texas Universities stay in our state. We have a serious shortage in the public schools and in health care and we certainly hope that they are staying. But we have not surveyed this. Judith P. Keller, M.S., CCC-SLP

Topic: Public School SLPs

Date Originated: May 13, 2009

Originator: Carol Fleming, Arkansas, President-Elect

Original Message:

Does your state require the SLP to hold a teaching license/certificate? Is that license considered "instructional" or "non-instructional"? Are SLPs in your state considered "Teachers" according to the state definition of a classroom teacher?

ArkSHA has recently found out that our teaching licensure (for SLPs) has changed. We are no longer considered "instructional"; however our state code had us listed as "teachers" back in 2005. We are currently scheduled to meet with the Commission of Education later this month. It would be beneficial to provide information on other states during this meeting.

Responses:

- a. MT does not require SLPs to also be licensed or hold teacher's licenses. We are licensed separately from teachers. However, in the school districts we are paid on the teacher's salary scale. Jennifer Pierce, President, MSHA 2009
- b. When Vermont finally obtained licensure in 2002 (though not instituted until 2004), it was a universal license for all SLPs and AUDs. So that meant that no matter where you worked (school, hospital, nursing home, private, etc.) everyone needed the same license. Those that worked in the schools could convert their "teaching" license to the universal license so as not to have and pay for 2 different licenses. However, anyone that works in the schools must also qualify for an educational endorsement, but there is no charge for this. One just needs to demonstrate a knowledge & skill in the area of special education law and in the relationship of language & literacy. Many of the SLPs in schools are paid on a teacher's pay scale, however that doesn't consider them teachers, per se. One of the issues that VSHA wants to consider supporting in the coming year is whether or not to push for SLPs to be taken off the teacher's scale and put on the psychologist's scale. Gayle Belin, M.A., CCC-SLP
- c. In Utah, SLPs are licensed as educators with an endorsement in SLP. The link below is specific to SLPs in the educational setting. <http://www.rules.utah.gov/publicat/code/r277/r277-504.htm#T1>. Nowhere does it say instructional vs. non-instructional, so I'm not sure how helpful our info will be for you. Good luck in your endeavors on behalf of the profession. Vicki Simonsmeier, MS, CCC-SLP/A

- d. Yes, SLPs in our state are considered "instructional" and hold a Class "A" Teaching Certificate - masters level. We are considered a "teaching unit" and qualify for teachers retirement, Blue Cross Insurance, etc. SLPs may work on a temporary certificate at the bachelors level for 3 years before it is renewed - these individuals must be working towards masters level certification. If you have any other questions, don't hesitate to email. Jennifer Vinson from Alabama
- e. Our state does not require a license for school SLP's but does require a Type C certificate for specialists that is noninstructional. Tina Clumpner, Past President, AKSHA
- f. In Va. we are required to hold a teaching license from the Dept of Ed. We are required to meet all requirements for instructional personnel. Some of us also hold a license to practice from the Dept of Health Professions in case we take private cases, but this is not required to practice in the public schools. Let me know if you need any other info. Tina Eid, president SHAV
- g. We have similar issues in Idaho. At the present time our Speech Language Pathologists in the schools are required to obtain a pupile personnel endorsement through the division of education and are considered a teacher and placed on a teacher's salary. Those SLP's practicing in a private setting are not required to have a Pupil personnel endorsement but are required to obtain a license through the board of occupational licenses. So if you are a school based SLP and you see patients privately, you have to be licensed by two different agencies and we are working to try to get one license to ve universal. I know this is a bit different than your question-- but thought it might be helpful. Thanks. Rachele Ruffing, MS CCC SLP
- h. Carol, Kentucky does require school SLPs to hold a teaching certificate. Student teaching is part of the requirement and they are considered teachers. Licensure by Board of Speech-Language Pathology and Audiology is not required for school SLPs since they have the teaching certificate, but Kentucky requires a Master's degree as entry level. Folks with a Bachelor's degree qualify to work as an SLPA only. Hope that helps. Lonnie G. Harris, Ph.D., CCC-SLP
- i. School SLPs
- j. In Tennessee we worked with the SDOE and succeeded in getting our license moved from teachers to professionals. All SLP & Audiologists with their CCCs and or the equivalent with regards to level of education and clinical experience now have the Professional School Service Personnel License (PSSP). It the same license that the school psychologist and social workers hold. But we are still paid on the teacher's salary scale in my district, Metro Nashville Public Schools. That decision is left up to the individual district negotiating teams. The director of schools is also the one who determines the extent to which your non school experience is recognized. Our non school experience was recognized here in Metro just this year.
- k. July, 2010 all school SLPs will have to have their masters. But the SDOE also created a new Speech Teacher License. These individuals can have bachelors level degree, 4 year degree. They must be supervised by an SLP who has their PSSP license, have a work plan on file with their building principal and an can only do specific tasks. This was the SDOE's way of licensing the existing BA

level speech therapist in our state after July 2010. It was also an answer to request for assistants or aides to help with the shortage of SLPs. I hope this helped. I can discuss it further with you at CSAP. Have a safe trip. Paulette W. Gentry MA

- l. I can talk more to you about Oregon. The answer is long, and I think we've made progress in breaking free from Teacher's licensure and replacing it with only state licensure which is much stronger. Ashley Northam
- m. Wisconsin - yes we are required to hold an educator license through the Wisconsin Department of Public Instruction to work in the schools. It is an instructional license but only for pre-K through grade 12 speech-language pathology services. Many SLPs are also part of the teacher's union and pay scale in the schools, but not all. I hope this helps! Dawn Merth-Johnson
- n. Florida will take either a teaching certificate or licensure. Whether licensure is accepted depends on the school district and the need (and also whether they bill Medicaid). If they do have licensure, it is the Department of Health license the same as would be for a private practice.
Robert C. Fifer, Ph.D.
- o. In NH SLPs have nothing to do with the Dept of Education. We are all (all settings including schools) licensed only through the Department of Allied Health Professionals. I do know that a lot of other states require SLPs to hold two licenses/certifications. Amy R. Tyson, M.S., CCC-SLP, President, NHSLHA
- p. In Illinois, SLPs are required to hold a certificate issued by the Teacher Certification Board of the Illinois State Board of Education in order to work in the public schools, even when hired through a contract agency. We have options: a "teaching" certificate, which allows us to be the sole teacher of a communications disorders classroom, or a "non-teaching" certificate, which does not, but allows us to serve all other functions. Both require the master's degree. The former requires the university to provide a school practicum, and extra courses to meet the certification requirements. The latter does not, so most universities have stopped offering the coursework required for the teaching certificate. Northwestern still offers the coursework leading to entitlement for the teaching certificate. The teaching and non-teaching SLPs function the same, and both are on the teachers' salary scales and part of the teachers unions and pay into the teachers retirement system. Billing for Medicaid is a little different: if you have the teaching certificate, you have to have the CCC to bill Medicaid, and if you have the non-teaching certificate, you have to have the license. That makes little sense, since our licensure requirements mirror ASHA's CCC requirements.
Christy Strole
- q. We, too, are no longer considered to be "instructional." Instead, the *NJ Speech-Language Specialist (SLSs) Certificate* now falls under the category, *Educational Services*. These certificates, "... allow the holder to provide educational support such as counseling, speech language pathology and school nursing services." If you want to see the definitions of the different endorsements, see: <http://www.state.nj.us/education/educators/license/certandend.htm>. For information regarding specific requirements for the SLS certificate, see: <http://www.state.nj.us/education/educators/license/endorsements/3462S.pdf> Hope this helps! Best regards, Robin. BTW--This change resulted in a problem for our

- SLSs. We were almost able to prove that discrimination occurred against SLSs when they are denied professional development days, when other "teachers" were not denied. Basically, administrators refused days because, "Who will cover your groups?" Before the change, we could say, "Hire a sub!" (which never happened). However, once we became "educational service providers," we could no longer get a sub, since we no longer in the "instructional" category.
- r. Yes, in Wisconsin, we are required to hold a DPI instructional license. While we are considered instructional, but our license is not the same as classroom teachers. Nina Cass, VP-Schools Services, WSHA-P
 - s. In Georgia we hold a "S-5" certificate, which is a service certificate. We are not required and don't get paid to have a license, though we can use our license to get re-certified, since we have to continue our Professional Learning Units, etc. We are also not required to have ASHA certification, though those of us who do can mentor interns and CFs. Jill Shedd
 - t. Answers from Alabama, per Jan Enstrom, appear in all caps. Gary Copeland, Executive Director, SHAA (Speech and Hearing Association of Alabama) Does your state require the SLP to hold a teaching license/certificate? **IF EMPLOYED BY A PUBLIC SCHOOL SYSTEM, THE PERSON MUST HOLD A TEACHING CERTIFICATE. IF EMPLOYED AS A CONTRACT PERSON (NOT A DIRECT EMPLOYEE OF THE SCHOOL SYSTEM) FOR A PUBLIC SCHOOL SYSTEM, THE PERSON MUST HOLD ABESPA LICENSE. THE ALABAMA STATE DEPT OF ED AND THE ALABAMA BOARD OF EXAMINERS IN SPEECH PATHOLOGY AND AUDIOLOGY (ABESPA) ARE COMPLETELY SEPERATE ENTITIES.**
 Is that license considered "instructional" or "non-instructional"? **TEACHING CERTIFICATES ARE NOT DIFFERENTIATED AS SUCH IN ALABAMA. ABESPA LICENSE DOES NOT USE THESE TERMS SINCE THE LICENSE IS NOT PUBLIC SCHOOL RELATED.**
 Are SLPs in your state considered "Teachers" according to the state definition of a classroom teacher? **YES, IF I AM INTERPRETING THIS QUESTION CORRECTLY. AN SLP MAY NOT BE THE "TEACHER" OF A GENERAL EDUCATION CLASSROOM, BUT MAY SERVE IN THE ROLE OF A SPECIAL EDUCATION TEACHER FOR SUPPORT PURPOSES. IF THIS QUESTION PERTAINS TO FUNDING PURPOSES, THE ANSWER IS YES. SLPS AS FUNDED THE SAME WAY ALL TEACHER UNITS ARE FUNDED.**
 - u. In Texas, SLPs are considered Instructional. They are not required to hold a teaching license/certificate. They are not considered to be teachers, however, we are working on legislation that would include SLPs in the pay schedule for teachers. Judith P. Keller, M.S., CCC-SLP
 - v. In Minnesota, we are required to have a "teaching" license from the MN Dept. of Education (MDE). The license reads "Speech-Language Pathologist." Please see the attachment (taken from the updated MDE SLP manual--not yet available online) that defines licensure/relicensure requirements. Thanks, Lisa Porte, MN SEAL, Pres-Elect MSHA

Topic: Substantial program reductions for SLP and Aud services in North Carolina

Date Originated: June 3, 2009

Originator: Mary Ruth Sizer, MA, CCC-A, FAAA

Original Message:

URGENT! We need help in North Carolina!

The newly revised, proposed House Appropriations Subcommittee Health and Human Services budget released June 2, 2009 includes substantial program reductions for Speech-Language Pathology and Audiology services provided through the North Carolina Medicaid program for both pediatric and adult clients. These service eliminations decimate the availability of and accessibility to our professional services (plus OT and PT) for NC's most imperiled and impoverished citizens. In addition, there are across-the-board provider rate reductions of 6% for all service providers through the Medicaid program.

VOTE NO to the elimination of Speech-Language Pathology and Audiology Services!
Please contact the below listed people to let them know that this is unacceptable in any state.

Governor.office@nc.gov (Governor, Beverly Perdue) Call Bev at 1-919-733-4240

Comments@whitehouse.gov (President Barack Obama) We do not believe that by "Healthcare for all Americans" President Obama intended for our citizens NOT to receive our services – let him know what is going on in North Carolina!

Vice_President@whitehouse.gov (Vice President Joe Biden)

Joe.Hackney@ncleg.net (Speaker of the NC House of Reps)

Mickey.Michaux@ncleg.net (Senior Chair of the "Big Chairs")

Topic: Ethical Violations

Date Originated: June 4, 2009

Originator: Sindy Sands, Washington

Original Message:

Hello folks, could you please send me info as to what process you are using for alleged ethical violations? We are wondering what the state association involvement is and procedures for such. There are two agencies here that receive information; Office of Superintendent of Public Instruction which regulates the educational SLPs and Auds and the Department of Health which regulates licensed SLPs and Auds. We would like to set up something that helps us with claims and assure that folks are protected.

Responses:

- a. Response from Maryland: MSHA is not involved with ethics violations. Our framework is similar to yours. Licensure Board in Health Dept accepts complaints, investigates and takes action. I'm not sure if there is a process for ethics reviews through the State Dept. of Ed. An explanation given to their attempt to remove SLPs, OTs and PTs from teacher certification last year, was that they felt there would be a conflict between the agencies both having

- jurisdiction. This was after the comprehensive licensure bill was passed. Hope this helps. Gloria Petit-Clair
- b. We do not have DORA licensure in CO, so our state association deals with any complaints regarding ethics by convening an ad hoc committee. The committee determines if there has, indeed, been a violation of our ethics and how to respond/proceed. Sharon Brychka
 - c. State Of Utah: The State Board of Education Licenses all SLP's and Audiologists in the state. Ethical violations would be handled by them. It is important to note however that not all ethical violations listed in the ASHA code of ethics are recognized as ethical violations by the state. If the SLP's and Aud in the school setting are not members of ASHA/have their CCC's/etc. they will not be disciplined. The Department of Commerce regulates those outside of the schools. Here, the department of commerce would receive the complaint and pass it to the Speech Pathology and Audiology licensure board to be handled. Under the current Utah licensure laws, school based employees, university and government employees are except from licensure by the state. Many in the schools as well as universities and government are ASHA members with their CCC's and would be subject to ASHA's ethical board if a violation was reported. If they were licensed by the state department of commerce by their choice, they would be subject to discipline by that board as well. In the upcoming legislative session we will be updating our licensure laws. It is our hope that we can draft and have approved a licensure law which regulates all SLP's and Audiologists under one board. Thus all matters will be consistent within the professions and throughout job settings. We recognize that there will be extreme opposition from the State School Board and frankly many school based therapists who do not have their CCC's, are not members of ASHA and have no desire to be. We will also face opposition from Hearing Aid Dealers who are licensed under the speech pathology/audiology law but we have made significant progress with this body. Dave Lambert, President Utah Speech Language Hearing Association
 - d. In Florida, the most we can do through the state association is to excommunicate the individual if due process has concluded that an ethical violation has occurred. And that is only if the person is a member of FLASHA. The license board is not as concerned with ethical violations as they are legal violations. Although the two often overlap, they are not necessarily the same. If the ethical violation doesn't spill over into the legal realm, then the license board really has no jurisdiction. Robert C. Fifer, Ph.D.
 - e. In Tennessee we are updating our code of ethics for TAASLP. Awe use two sites, SDOE for those who hold a license issues by the SDOE and the Health Related boards/Communication Disorders for individuals licensed by the Health Dept. Paulette W. Gentry MA
 - f. In Arkansas, ethical violations are reported to the Arkansas Department of Education for public school personnel as well as to our state regulatory board, ABESPA. The ADE can pose fines for public school people and remove certification. The ABESPA board can remove license and impose fees. Ethical violations of serious nature such as drug abuse and Medicaid fraud for example are also reported to ASHA. Our state association does not deal with ethical

- violations except to report to one of the agencies above. Hope this helps. Kay Hall, ArkSHA President
- g. In the state of Iowa, we have similar Boards to review complaints of unethical behavior. The Department of Public Health has one Board for SLP's and Aud's and another Board for hearing aid dispensers that review complaints, and handle the licensed folks. The Department of Public Instruction handles the educational folks. For our Iowa Speech-Language-Hearing Assn., the complaints are sent to the Vice-President of Standards and Ethics for review. A committee reviews these complaints and sends out a letter to the member who is thought to be in violation. If the member is given an opportunity to make a corrective action, then that is reviewed. If the member is found to be in violation in such a manner that no correction can be taken, their membership may be revoked by an action of the ISHA Board of Directors. Any such actions are reported, as necessary to the appropriate state licensing agency to be in compliance with the laws of Iowa. This is our current process. We are considering changing the current Board make-up. If that happens, and we no longer have an elected Vice-President of Standards and Ethics, then we will probably have any complaints referred to the President. Cheryl Schipull, Vice-President of Standards and Ethics, Iowa Speech-Language-Hearing Assn.
 - h. In Idaho we try to stay neutral as a possible and we handle all ethical complaints through the licensing board. We may be asked on consultative things to help understand/interpret violations... Hope this helps- Rachelle Ruffing
 - i. I have attached Ohio's (Ohio Speech-Language-Hearing Association) Ethical Practice procedures. Hope it is helpful. Nancy Bailey, Executive Director, Ohio Speech-Language-Hearing Association (OSLHA)

Topic: National Council of State Boards of Examiners

Date Originated: August 3, 2009

Originator: Shelly M. Grinde, South Dakota

Original Message:

I am wondering if any CSAP members have had the opportunity to attend the National Council of State Boards of Examiners for Speech-Language Pathology and Audiology conference, and if so, what has the perception been?

Responses:

- a. The past three SLPs on the PA license board have regularly attended NCSB, and two of them have run for the NCSB executive board--which I guess tells you that they have found the council useful. Truth in advertising: My wife is finishing up her term as past-pres of NCSB, but that helps make the point that they have good info. When I joined the PSHA exec board in the middle of our current licensure revision effort, there were definitely useful ideas I had in my head thanks to what she told me she had learned at their annual conferences. As our bill goes through the markup process, I plan to contact them for 'backup' if need be. More info--and

- an even better sales pitch--may be obtained from CSAP past president Theresa Rodgers, who has been on the NCSB board as long as a. I've been aware of the organization (and she's not the only name in common between the CSAP and NCSB past president lists). David W. Stein, Pennsylvania
- b. I have not. Kathy Boada, Colorado
 - c. I attended when I served on the ABESPA board and it was wonderful. We also attend the CLEAR conference. I found the National Council of State Boards of Examiners to be much better. Kay Hall
 - d. While Michigan just received licensure (January 2009) and so has not been involved in this conference, our CSAP President of 2007, Theresa Rodgers, has been a leader in this organization. Other past CSAPers involved are Lisa O'Conner (from California). I have to think that they have good programming and are good at networking among each other for information. Attached is a flyer I received recently from Theresa. Best wishes to you. Michigan will not be attending this year, as we are just starting to form our licensure board. I am very excited as I was appointed by our governor to the board. Lizbeth Stevens, Ph.D., CCC-SLP

Topic: Legislative Breakfast

Date Originated: August 24, 2009

Originator: Laura L. Schrock, Ohio

Original Message:

In Ohio we would like to have a continuing education component attached to our Legislative Breakfast. I heard another state president discuss this at CSAP in Indianapolis, but can't recall which state. Has any other state done this? If so, what did the CE consist of? Did it work? Did people feel that they benefitted from it? Any info you can share will be most appreciated. Please respond to schrock@bgsu.edu

Responses:

- a. Texas has done this on many occasion at convention. We offer a one hour program discussing the legislative process, needs at the grassroots level, and the importance of advocacy for the profession. We review our current legislative goals and any bills that we are supporting or monitoring. At convention, this year we had over 400 speech pathologist that attend the program and visit the capital. Please let me know if you have additional questions. Have a great week. Denise, President, TSHA
- b. In Arkansas, last year at our Regional conference we offered CE opportunities at our luncheon. All remained and attended and it was successful. It was for 1 hour. Kay Hall, ArkSHA President
- c. Yes, it was Maryland that gave 5 CEUs for Legislative Action Day. We may have spoken at CSAP, because I have a reminder on my to-do list to send our LAD folder to Ohio. Please contact me directly and I can answer your questions and send attachments via e-mail and a complete folder via USPS. Gloria Petit-Clair

- d. I would love to hear the details of that myself if you could share. thanks. Sindy Sands

Topic: Use of a Term

Date Originated: August 29, 2009

Originator: Laura L. Schrock, Ohio

Original Message:

The Ohio Board of Speech-Language Pathology and Audiology is looking into the use of the term 'audioprosthologist' by some hearing aid dispensers. Have any other states had concerns with the use of this term? Please respond to schrock@bgsu.edu

Responses:

- a. Hearing aid dealers' using this term has been a problem in several states. Use of the term is prohibited in some states' practice acts. Theresa Rodgers, Vice-Chair, Louisiana Board of Examiners for SLP and Audiology
- b. It is prohibited, Eva Saffer
- c. The Licensure Board in the State of Oklahoma has put a statement on their Web Site denouncing the use of the term "audioprosthologist" and stating that it is prohibited under the licensure law. It has not been challenge to this point. The Web address is: <http://www.obespa.state.ok.us/PDF%20files/audioprosthologist.pdf>. Eva Saffer
- d. My first reaction was something like, "Audio-who?!?! They're just trying to sound more like audiologists!" So I took an informal poll among coworkers. The first reply I got was that perhaps this was an effort to increase the likelihood of insurance reimbursement... the second colleague (an audiologist) had heard the term, and echoed my suspicions. Is the term becoming common in Ohio? Charley Adams, PhD
- e. That is a new one on me--sounds kind of nasty! Marlowe Fischer-CA
- f. Yes, that has been an issue in Wisconsin. I've cc'd our VP-Audiology on this reply as she can provide you with more information. Dawn Merth-Johnson
- g. ABESPA is our state licensure board. See comment below. Excerpt from ABESPA minutes of July 20, 2007:

Use of title "audioprosthologist" or similar term

An opinion from the Attorney General's office concerning use of this title was obtained previously. That opinion stated that a person cannot practice as an audiologist using that title, but use of the term is not in violation of Arkansas law and therefore cannot be prohibited. AAA has written to the Attorney General's office to pursue prohibiting use of this term.

Kay Hall, ArkSHA President

- h. In Kentucky, “audioprosthologist” has not been used or suggested for use, but we would not support it. A number of years ago, “hearing aid audiologist” was introduced by hearing aid dispensers and the term was rejected per court order, as I recall. Lonnie G. Harris, Ph.D., CCC/SLP

Topic: SLP and Audiologist Shortages

Date Originated: September 3, 2009

Originator: Laura L. Schrock, Ohio

Original Message:

In Ohio, we are interested in knowing how other states have been dealing with the SLP and audiologist shortage. Has anyone had success with pulling together stakeholders to work on a viable solution? Please respond to me at schrock@bgsu.edu

Responses:

- a. In Texas, we organized a joint committee with the Texas Council of Administrators in Special Education (TCASE) and appointed a past president (TSHA) to head the committee. We have been working collaboratively with this association for the past 6-7 years and each success has been attributable primarily to our efforts but at least this group keeps coming to the table with us. We also attempted to invite the Texas Education Agency and they have recently been a little more amenable to working with us. This has been an effort that is beginning to pay off but it took a long time, a lot of patience, great leadership and some financial investment on the part of our association. If you need more details, I can give you contact information for the chair of the TSHA/TCASE Joint Committee. Judith P. Keller, M.S., CCC-SLP
- b. Laura, I have been in higher education for 40 years. Every year this has been an issue. Many, many things have been attempted....but they haven't increased the supply in relation to the demand, for SLPs. Among the things tried: recruiting at every level from college juniors down to 6th graders. Television PSAs. Newspaper ads. Recruitment efforts directed at minorities (their percentage of SLPs hasn't changed in many years...stays at about 6%), and males (ASHA is 92% female....apparently that hasn't had much success). We've had representatives at education "fairs," college recruitment "fairs" at high schools and community colleges. We've had regular meetings with community college and high school counselors. etc, etc. Sounds pretty much up hill....but we do keep trying. John Lowe

Topic- CF Requirements

Date Originated- 4/13/2010

Originator- Erica Chatelain, Georgia

Original Message:

We are attempting to work with our licensure board on some rules they have regarding licenses for CF's. Our CF's are not able to get their license until their degree is conferred, which can be several weeks after their graduation date preventing them from starting work in a timely manner. Can you tell me if your state allows for a license to be given before the degree is actually conferred? If your state does, could you also direct me to the wording in your state licensure rules/laws.

Responses:

- a. Maine has the same issues. CF's have to have their degrees confirmed first.
- b. North Carolina general statute:
90-298. Qualifications for applicants for temporary licensure.
 - (a) To be eligible for temporary licensure an applicant must:
 - (1) Meet the academic and clinical practicum requirements of G.S. 90-295(1), (2), and (3); and
 - (2) Submit a plan of supervised experience complying with the provisions of G.S. 90-295(4); and
 - (3) Pay the temporary license fee required by G.S. 90-305(5).
 - (b) A temporary license is required when an applicant has not completed the required supervised experience and passed the required examination. A person who holds a temporary license during the supervised experience year must take and pass the examination required by the Board for permanent licensure before the end of the temporary license period.
 - (c) A temporary license issued under this section shall be valid only during the period of supervised experience required by G.S. 90-295(4), and shall not be renewed. (1975, c. 773, s. 1; 1987, c. 665, s. 6.)

An update on this is that students applying for the temporary license now have to pass the Praxis before the temporary license is approved. This is relatively new. Technically, the degree doesn't have to be in hand, but it has to be completely earned so that the person is currently eligible for it.
- c. California issues a temporary license while the person is completing their Required Professional Experience year, a paid experience similar to the CF.
- d. In MA, our students don't get their license until they have completed their CF. Once complete, they have 7 days to submit paperwork and get a license or they can be brought in front of the Board and sanctioned for working w/o a license. (This changed as of 1/2010 - I think- from 30 days upon completion of CF).
- e. You might want to check with your ASHA State Liaison, as they may be able to get the actual verbiage from other states regarding their licensure laws. Here's a link to the ASHA map that names the liaison for each state. Our state liaison, Janet Deppe, has been amazing at helping us seek licensure, and has a wealth of information. [http://www.asha.org/uploadedFiles/StateLiaisonModelMap\(1\).pdf](http://www.asha.org/uploadedFiles/StateLiaisonModelMap(1).pdf)
- f. In AR we grant "Provisional Licenses" for the CF. Here is our link: http://www.abespa.com/pdf/provisional_license.pdf
It, too, states confirmation of a degree. Below is the actual language.

To obtain a provisional license, the following is required:

1. Complete the application form, have notarized, and return with nonrefundable \$100.00 application fee and clinical fellowship year plan within the first 30 days of practice. (Rules-Section 2.5).
 2. If currently or previously licensed in another state, complete the top portion of the Out of State Verification Form and mail to state of current or previous licensure for completion. That state board will return the completed form directly to our office. Applicant is responsible for any fee charged for this service. If phone number or address of another state board is needed, you may contact our office for that information.
 3. Have an official undergraduate and graduate degree transcript (or letter from the chair of the dept. verifying the degree) mailed to our office directly from the university(s) or submit copies in a sealed envelope. (Rules-Section 2.7 and 2.8)
 4. Send proof of clinical practicum hours, signed by the college/university program director or representative. (Rules-Section 2.8 B) A photocopy of your clinical practicum summary is acceptable.
 5. Have an official NTE score report sent directly to our office from Educational Testing Services, Box 6052, Princeton, NJ 08541-6052, phone # 609/921-9000. Our recipient Code # is R8773. Examinee score report will not be accepted. (Rules-Section 2.13)
- g. In Ohio, the Board does not issue a Conditional License (which is what the students hold until they complete their Professional Experience year) until the Board receives a letter of verification from the university or transcript attesting that all of the academic requirements have been met.
- h. Our students in Alabama are given a provisional license when they register for their CF with ABESPA (licensing board). They are then granted full licensure once they receive their CCCs
- i. Montana allows for a " ActiveTemporary" license and here is the wording:
24.222.503 QUALIFICATIONS FOR ACTIVE TEMPORARY LICENSE
(1) The following licensure category shall be established pursuant to this act:

(a) active temporary license to practice as a speech-language pathologist and/or audiologist in Montana will be issued to qualified individuals engaged in clinical experience year activities (CEY-Montana, 37-15-303 (1) , MCA) ; or clinical fellowship year (CFY-ASHA) activities. An active temporary license shall be issued for two years and is nonrenewable except at the discretion of the board.

History: 37-15-202, MCA; IMP, 37-15-202, MCA; NEW, Eff. 3/7/76; TRANS, from Dept. of Prof. & Occup. Lic. , Ch. 274, L. 1981, Eff. 7/1/81; AMD, 1999 MAR p. 2249, Eff. 10/8/99; TRANS, from Commerce, 2004 MAR p. 2284.

- j. The Louisiana board has statutory authority to utilize equivalency (for degrees) so we will issue a provisional SLP license based on a transcript analysis and/or letter from the program chair verifying that the individual has met all coursework requirements and is scheduled to graduate that semester. In the latter case, the board always requires that a transcript be sent once available from the Registrar's office. This has helped a number of people secure employment when the employer wants to know for sure that the individual is licensed.

§ 2659. Qualifications for license

A. No individual shall be eligible for licensure by the board as a speech-language pathologist, or an audiologist, or as both, unless the individual:

(1) Is of good moral character.

(2) Holds a master's degree, **or equivalent**, in speech-language pathology or audiology from an accredited educational institution, as evidenced by the submission of an official transcript, which consists of course work approved by the board in the area in which licensure is sought.

(3) Has completed supervised clinical practicum pertinent to the license being sought from an accredited educational institution or its cooperating programs, as evidenced by official documentation from the institution, the content of which shall be approved by the board.

(4) Has passed an examination approved by the board pertinent to the license sought.

(5) Presents written evidence from employers or supervisors of at least nine months of full time supervised postgraduate professional employment, or its part-time equivalent, pertinent to the license being sought. This experience must follow the completion of the requirements set forth in Paragraphs (1) through (3) of this Section.

B. The board may issue a provisional license to an individual who:

(1) Except for the supervised postgraduate professional experience, meets the requirements for licensure as a speech-language pathologist and/or audiologist as provided by Subsection A of this Section. An individual may not hold such license for more than three years from the date of original issuance.

(2) Except for the supervised postgraduate professional experience and the examination requirement, meets the requirements for licensure as a speech-language pathologist and/or audiologist as provided by Subsection A of this Section. An individual shall fulfill the examination requirement within one year from the date of original issuance. An individual who has passed the examination may have two additional years to complete the postgraduate professional experience.

- k. Kentucky does not allow a license if the degree has not been conferred. I'm not sure why you would want to go to the trouble to do that. The CFY supervisor would still be responsible even if GA decided to go that route. The idea of giving a license

to someone without credentials seems a bit unusual. Addendum – Kentucky does have a temporary license, but it is only given if an individual has met all requirements for the full license and is valid for no more than 180 days. That allows the degree to be received by the recipient.

l. Colorado does not yet have licensure in place. That is one of our current public policy priorities. We do have SLP certification for public school employment. I will try to forward that information, if that would be helpful

m. New Hampshire offers a provisional license to use through the CFY. I believe with their application they only need a certified paper from the University stating they have graduated/have completed all course work and are scheduled to graduate. Our rules/laws can be found at

<http://www.nh.gov/alliedhealth/boards/speechlanguage/index.htm>

n. We do issue a Conditional License during the CFY year, however, the degree must be conferred and documented on a transcript before the license is granted. The Conditional license is good for one year and then the candidate would move to a Regular license if the requirements are met.

a. The university programs were running into students who had not completed their thesis etc so they had the courses complete, clinical hours complete but had not finished up a thesis or comparable - we decided they had not in spirit completed the requirements for the degree since it wouldn't be granted until that was complete.

We did run into an issue, the University of WA is now requiring its students to do their CFY through the U of W before the degree is granted (this is what we learned second hand) - so for students who come to work in Portland from WA, we're not sure what to do about this situation because the degree is held until the end.

o. Just an FYI for those of you who haven't mentored a Clinical Fellow since January, 2005. At that time, the ASHA guidelines changed and the "Y" in "CFY" was dropped. Because a Clinical Fellowship Experience (what it is called now) can take from 36 weeks up to 48 months, depending on the circumstances, the use of the "Y" was misleading, and many CFs (which is what they are called now) didn't realize that their CF experience wouldn't be finished in a year. The ASHA Web site has complete information on the CF Experience if you go to the home page and click on "Certification," the second tab from the left at the top of the page.

p. Virginia does not have any regulations for SLPA. However, public school systems can use them but it is not very well monitored. Virginia: here is what our regulations state:

B. The board may grant a license to an applicant for licensure as a speech-language pathologist who:

a 1. Holds a master's degree or its equivalent as determined by the board or doctoral degree from a college or university whose speech-language

program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association or an equivalent accrediting body; and

2. Has passed a qualifying examination from an accrediting body recognized by the board within three years preceding the date of applying for licensure in Virginia or has been actively engaged as a speech-language pathologist for one of the past three consecutive years preceding the date of application.

SLP APPLICATION CHECKLIST BY ASHA CERTIFICATION

Complete the license application and submit \$135.00 fee, check or money order made payable to the Treasurer of Virginia. ALL FEES ARE NON-REFUNDABLE

Provide written verification directly from ASHA of current certification. The certification form must be dated within six months prior to the date of licensure; NO COPIES OR FAXES – ASHA 888-498-6699 www.asha.org.

Provide written verification of passing the qualifying examination, directly from PRAXIS, within the last three years; NO COPIES OR FAXES – PRAXIS- 609-771-7395

OR

Provide employment verification on company letterhead verifying at least one year of work experience within the past three consecutive years; must be submitted directly from the employer or supervisor. NO COPIES OR FAXES. The Clinical Fellowship Year (CFY) does not qualify as licensed/professional work experience and may not be used as employment verification.

Provide written verification directly from the issuing regulatory authority of any state licenses you have ever held, to include current, inactive, and expired licenses. Contact each jurisdiction/state regarding processing fees; NO COPIES OR FAXES.

- q. Massachusetts has a different process. When someone starts a CF, they have 7 days to file a plan with the state licensure board. They operate under their CF supervisor's license for their residency. At the end of the CF, they have a short window to get all the paperwork in place, including their supervised practice report. The license is conferred immediately if everything is in place. I guess the responsibility for making sure that the CF graduated falls to the CF supervisor. We do not have a temporary or provisional license in MA. Info about forms and process is available on our board's website: www.mass.gov/dpl/speech

- r. The WV Board of Examiners has had the question re: can someone be provisionally licensed to complete their CF before their degree is conferred? WV law states, the applicant has to meet all academic, practicum and examination requirements (see below - inserted Code)

The Board made the decision that "if a student had met all the academic and clinical practicum requirements in speech pathology and/or audiology and presented the Board with a letter from the department chair of that institution verifying that the applicant has completed academic course work and clinical requirements for the applicable degree, the Board would approve a provisional license for that student to practice without their diploma. When the institution has recorded their degree on their transcript, the licensee will have an **official** transcript mailed to the Board office.

For the most part, we receive a letter from the institution Dept. Chair in almost all provisionals' application process. If the file is incomplete because of the official transcript, we flag the file so we can follow-up if it is not received in a timely manner. In one instance, the University would not release the transcript until all tuition/fees in arrears were paid but we did have the verification letter from the Dept. Chair.

- s. In Hawaii, CFs cannot get their licenses until they have their CCCs or have completed similar requirements. Their degree allows them to work and function as SLPs but only with supervision per ASHA CF guidelines.
- t. In North Dakota, they are eligible for full licensure when they receive their CCC's
- u. In Illinois, we have a temporary license, too. We also have a grace period so people who move in to IL can work while they're awaiting the processing of the license.
- v. Louisiana also allows a 60-day grace period for those who have made initial application for licensure. It is a one-time event. If someone allows their license to lapse, a grace period is never granted again.
- w. Checking in from Maryland. Graduates must wait until they actually graduate to start the application process.
- x. "In answer to your question from Georgia we handle recent grads differently. Once an applicant has completed the educational requirements they can be issued a license if we have a letter from the University Department Chair on university letterhead verifying that they have met the degree requirements. However, they cannot receive their full license without furnishing an official sealed transcript showing the degree was conferred.

While the Kansas statutes and regulations do not specifically direct 'how' a person proves degree requirements for temporary licensure, it has been our interpretation of the regulations/section policy to issue Temporary licenses based on the letter mentioned above. (We discussed your question at the meeting today and the members agreed that the current policy is appropriate.)"

- y. MS does grant a temporary license for up to a 2 year period for those who have a conferred degree, but have not passed the praxis. They must be supervised by a

licensed SLP & are restricted to work within that facility. The MS licensing authority must also approve the CF location.

- a. MS does have statute that governs SLP-A's...however, we have very few in the state & as another state organization have chosen not to support the use of SLP-A's since we feel the current statute requirements are not sufficient in terms of education or CEU requirements. It also places the greater burden on the supervising SLP in monitoring not only the SLP-A's performance, but also their licensure & continuing ed.