Texas university speech-language graduate programs have responded to our state’s shortage of speech-language pathologists (SLPs) by increasing enrollment. But with increased numbers of graduate students comes a need for more clinical practicum sites. What’s the solution? Partnering with public schools, where finding enough SLPs to provide required services can be a challenge. All 17 graduate SLP programs in Texas place their students in public schools for practicum internships, but some programs have found creative ways to expand their relationships with local school districts.

**West Texas A&M University** has provided therapy and evaluations for schools in Canyon ISD and Texline ISD, and the program also contracts with the school district in Guymon, Oklahoma. The WTAMU program is currently raising funds to purchase a mobile unit that could provide additional services such as audiologic evaluations and videostroscopy.

**Texas State University** contracts with San Marcos CISD to conduct bilingual evaluations and re-evaluations for the district as well as evaluations for three-year-olds transitioning from Early Childhood Intervention.

**Texas Christian University** sends a bilingual supervisor and four graduate students enrolled in the program’s bilingual track to Fort Worth ISD two mornings a week. The students work with their TCU supervisor to serve children in a bilingual preschool group, provide individual therapy, and conduct assessments.

**Texas Tech University Health Sciences Center** contracts with Lubbock ISD to provide therapy services in two elementary schools four days per week and assessments every Friday at various campuses.

**Lamar University** is helping to address local shortages in the Golden Triangle by cycling students through a series of school rotations in which they learn how to serve a culturally and linguistically diverse population using a collaborative-consultative model of service delivery.

**The University of Texas-Pan American** sends a faculty member and a team of graduate clinicians to a local elementary school two days a week where they provide therapy, conduct re-evaluations, and write progress reports.

**Texas Woman’s University** has two faculty members who share a full-time SLP position at a local school, where they supervise graduate students providing therapy, Response to Intervention services, and assessments. The faculty members also complete Individualized Educational Programs (IEPs) and School Health and Related Services (SHARS) paperwork and attend Admission Review and Dismissal (ARD) meetings. For 15 years, TWU has collaborated with the Texas Education Agency, the Education Service Centers (ESC), and public schools in 16 geographic regions of the state to offer a unique graduate program that is a combination of traditional and distance education. Students are sponsored by school districts in return for an employment commitment upon graduation and receive their education via videoconferencing at their local ESCs and WIMBA, a live interactive software platform they can access on home computers.

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**UNIVERSITIES PARTNERING WITH PUBLIC SCHOOLS: A WIN-WIN PROPOSITION!**

By: Sherry Sancibrian, MS, CCC-SLP, TSHA/TCASE Joint Committee

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**Notice of Proposed TSHA Membership Dues Increase**

During the annual TSHA Budget Meeting on July 12, 2011, the TSHA Executive Board voted to consider a dues increase of $5.00 for Active, Associate, and Affiliate members who pay or renew their TSHA 2012 membership online and a $15.00 increase for those members who mail or fax in their renewal. The recommended TSHA 2012 membership dues are as follows: Active: $85 (online), $95 (mail/fax); Associate: $80 (online), $90 (mail/fax); and Affiliate: $50 (online), $60 (fax/mail).

Please note: TSHA has not realized a membership dues increase since 2007. The recommended increases will take effect with your 2012 dues renewal. For more information, check www.txsha.org/blogs/news_events/.

Questions and/or comments regarding this proposed dues increase are welcomed prior to September 14, 2011, and should be addressed to:

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