

UNK SPEECH-LANGUAGE PATHOLOGY

ONLINE GRADUATE PROGRAM HANDBOOK

COMMUNICATION DISORDERS DEPARTMENT

COLLEGE OF EDUCATION

UNIVERSITY OF NEBRASKA KEARNEY
KEARNEY, NE 68849

308-865-8300

2024-2025 ACADEMIC YEAR

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ONLINE HANDBOOK

Introduction

The purpose of this booklet is to help orient you to the profession involved with communication disorders, to provide some insight into the requirements of the American Speech-Language-Hearing Association, and generally to inform you about the graduate course work and clinical practicum.

Philosophically, the Speech-Language and Hearing Clinic of the University of Nebraska Kearney has two objectives: the first is to provide superior instruction for speech-language pathologists and the second is to provide competent clinical services for clients with speech, language and/or hearing problems. It is the view of the faculty in the Department of Communication Disorders at the University of Nebraska Kearney that these two objectives are mutually compatible and attainable. In an effort to provide students with superior education that will enable them to assume professional responsibilities, students must be educated in a clinical setting in which exemplary standards and procedures are maintained. Consequently, the student and client both receive the best that the profession has to offer.

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AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

The Communication Disorders Program at the University of Nebraska Kearney is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). If you have complaints or concerns about the program, please feel free to contact:
Council on Accreditation in Audiology and Speech-Language Pathology (CAA)

Written Complaints/Concerns

ASHA National Office
2200 Research Blvd.
Rockville, MD 20850

Telephone Complaints/Concerns: (301) 897-5700

E-Mail Complaints/Concerns: <http://www.asha.org>

The Master of Science in Education (MSEd) education program in speech-language pathology {residential, distance education} at the University of Nebraska Kearney is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status or veteran status.

PLEASE NOTE: Individuals who wish to file a formal complaint should contact the Accreditation Office to obtain a copy of the complaint procedures.

<http://www.asha.org/academic/accreditation/>

Chair, **Council on Academic Accreditation
in Audiology and Speech-Language Pathology (CAA)**
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

DEPARTMENT OF COMMUNICATION DISORDERS HIGHER LEARNING COMMISSION ASSESSMENT PLAN

The Department of Communication Disorders is student-centered and committed to excellence in both undergraduate and graduate professional education. The department seeks to provide high quality education in speech-language pathology and audiology with appropriate scientific background, technological and clinical skill, and an appreciation for the need to continue learning beyond formal academic training. The Council for Accreditation of Academic Programs in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits the graduate program in speech-language pathology. The program meets the Nebraska State Department of Education endorsement standards and the standards set forth by the National Council for the Accreditation of Teacher Education (NCATE).

ASSESSMENT MISSION STATEMENT

Consistent with the Mission of the University of Nebraska Kearney, the primary purpose of the Department of Communication Disorders is to provide a high quality instructional program in speech-language pathology. The Department engages students in research and professional activities that promote lifelong learning. The goal of the Department is to educate and prepare students to be responsive, reflective, and collaborative decision makers who have the requisite knowledge, skills, and technological expertise to earn appropriate credentials, licenses and/or certifications to practice ethically and successfully.

Upon completion of the graduate program, the student in speech-language pathology will be able to:

1. Demonstrate knowledge of the critical elements required to analyze and differentiate various communication and swallowing disorders. (knowledge of assessment)
2. Demonstrate knowledge of theory and evidence-based strategies to address various communication and swallowing disorders. (knowledge of intervention)
3. Assess speech, language, and hearing performance of clients across the lifespan to make critical evaluations based on sound theoretical and research constructs. (skills of assessment)
4. Apply evidence-based practices to plan, implement, and modify treatment for clients with various communication and swallowing disorders. (skills of intervention)

These four basic student learning objectives will be assessed using five outcome measures. A matrix is presented to outline how each objective will be measured.

MISSION OF THE COLLEGE OF EDUCATION

The mission and philosophy of the College of Education builds on the scholarly teaching focus of the University of Nebraska at Kearney. The primary purpose of the College of Education is to prepare students for professional careers in Education and related fields. As an integral part of providing outstanding programs, faculty are committed to quality teaching, advancing knowledge through scholarship and providing professional service. The basic premise guiding all education programs is that quality and equality are essential elements.

College of Education – Desired Outcomes for Graduates Morally Responsible Professionals in a Social/Political Democracy

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, the student/graduate will:

- I. Knowledge: Demonstrates understanding of:**
 - a. teaching area content.
 - b. learning theory, instructional strategies and management practices that accommodate and enhance learning of all learners.
 - c. purposes of schooling in a diverse and democratic society.
 - d. data collection and interpretation procedures necessary to maximize learning for all learners.
- II. Skills:**
 - a. Develops and implements lesson plans that utilize appropriate P-12 content standards and subject matter.
 - b. Utilizes student data to implement multiple instructional and management strategies.
 - c. Uses technology effectively in the school setting.
- III. Dispositions:**
 - a. Collaboration: Demonstrates ability to work productively with colleagues and students in school and community settings.
 - b. Reflection: Demonstrates self-assessment abilities and adjusts/adapts teaching and learning strategies to enhance learning of all learners.
 - c. Responsibility: Assumes accountability for professional and ethical behavior to promote a safe and supportive learning environment.

OUTCOME MEASURES

The Department of Communication Disorders will administer the following measures to assess student outcomes. Table 1 shows each objective and the measures that will be used to assess the outcomes for that objective.

- (1). Written Comprehensive Exam– Each comprehensive exam will be evaluated with regard to knowledge, analysis, and synthesis. The comprehensive exam is 150 minutes and covers multiple areas of speech-language pathology.
- (2). Clinical Practicum and Internship Evaluations – Each semester, practicum Clinical Educators complete an evaluation of students under their supervision. These items will be reviewed by faculty members for strengths and weaknesses among our students.
- (3). Praxis Subject Assessment –All master’s degree candidates must pass the national examination required for national certification (Certificate of Clinical Competence in Speech-Language Pathology). These scores provide specific information related to the effectiveness of the program. The faculty evaluates the results related to student outcomes.
- (4). Alumni Survey – Each alumnus will be sent a survey one year after graduation. The results for each item will be averaged. The survey will also contain items designed to determine if the alumnus has acquired any of the following:
 - a. Certificate of Clinical Competence in Speech-Language Pathology
 - b. Nebraska or any other state license in Speech-Language Pathology
 - c. Nebraska or any other state teacher certification.
 The department will review and analyze the assessment data annually.
- (5). Employer Survey – A survey will be sent to area employers. The results of each item will be averaged. The department will review and analyze the data annually.

Learner Objectives

Outcome Measures

1. Knowledge of assessment	1, 4, 5
2. Knowledge of intervention	1, 4, 5
3. Skills of assessment	2, 3, 4, 5
4. Skills of intervention	2, 3, 4, 5

FACULTY AND STAFF

Department Chair

The department chair provides academic leadership for the department, and is responsible for the relationship between the department and the university administration. In addition, the chair will teach undergraduate and/or graduate courses in communication disorders, provide supervision of student practicum, conduct research and develop grants in areas of interest, serve on departmental and university committees, and advise students.

Coordinator of Speech-Language Pathology & Audiology Clinical Services

The clinic coordinator coordinates all clinic activities, schedules therapy, and assigns clients.

Academic Faculty

The academic faculty is responsible for providing the academic training in the area of communication disorders. Academic faculty will also be assigned to part-time diagnostic or clinical educator duties. They will also be the major advisors for undergraduate and graduate students who are majoring in Speech-Language Pathology. Other duties may also be assigned, such as administrative functions, when they do not interfere with the primary purpose of providing academic education for the students.

Clinical Educators of Clinical Services and Training

Clinical Educators carry full authority and responsibility regarding all matters pertaining to clinical function and clinical education. For students in training, the Clinical Educator is the final authority in all matters of clinical procedures, such as interviewing and counseling of clients/guardians/partners, evaluations, planning of therapy, and all therapy performed.

Online Program Coordinator

The online program coordinator is responsible for program advising, practicum & internship placement planning and coordination, and other duties assigned by the department chair, graduate program chair, clinic coordinator and faculty.

Arnold, Megan – Lecturer, Clinical Educator

Ghazi Saidi, Ladan – Associate Professor: adult language disorders; aging, bilingualism; neuroimaging; neurosciences

Hinrichs, Crystal – Lecturer, Clinical Educator

Lai, Philip – Associate Professor, Graduate Program Chair: autism; language development and disorders

McKelvey, Michelle – Professor: adult acquired neurogenic communication disorders; augmentative alternative communication

Moody, Laura – Senior Lecturer, Clinic & Internship Coordinator, Clinical Educator

Moore, Jan – Professor: dual certification; audiology; aural rehabilitation; early intervention; multiculturalism

Plummer, Nikki – Lecturer, Clinical Educator

Roitsch, Jane – Associate Professor: executive functioning; cognitive functioning; language disorders; voice; swallowing

Schneider-Cline, Whitney – Associate Professor, Department Chair: clinical writing; language development and disorders; literacy

Wilson, Jill – Senior Lecturer, Clinical Educator

Wolfe, Denise – Senior Lecturer, Clinical Educator, RiteCare SLP

DEPARTMENT OF COMMUNICATION DISORDERS MISSION STATEMENT

The mission of the department of communication disorders at UNK is to advance knowledge and skills about human communication and to prepare students for success as speech-language pathologists, audiologists, or lifelong educators. Here at UNK, we foster a collaborative learning environment that furthers the understanding of the science of communication and clinical practice. With an emphasis on critical thinking, advocacy, and leadership, we allow students to advance scholarship in our field and to provide optimal services to individuals with diverse cultural and communication needs. The department of communication disorders is committed to providing the highest quality academic, research and clinical training, and to instill in students a desire to make significant contributions to the profession, with a commitment to justice, equity, diversity and inclusion in providing leadership and excellence in client care.

DEPARTMENT OF COMMUNICATION DISORDERS VISION STATEMENT

Our vision is to be known as an educational institution for advancing basic and applied knowledge of all aspects of communication disorders, from the classroom to the clinic. UNK will become a model "rural university" in the Midwest, creating pathways to success for all.

UNK CDIS Department will continue to modify our program to meet the needs of the future generations regarding technology and diversity. We will strive to become a more diverse field by recruiting and retaining individuals from diverse communities. As technology evolves, our department will revise the information presented in our coursework and materials used for assessment and treatment within our field. Our faculty members and students will be current on the ever-changing field and will hold evidence-based practice and continuing education to the highest standards.

ASHA STANDARDS FOR CERTIFICATION OF CLINICAL COMPETENCY

The Department of Communication Disorders at UNK utilizes the ASHA Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology to educate and train undergraduate and graduate students for the field of speech-

language pathology. To view these standards and implementation procedures, please visit the ASHA website:

<https://www.asha.org/certification/2020-slp-certification-standards/>

ASHA CODE OF ETHICS

The Department of Communication Disorders at UNK adheres to the ASHA Code of Ethics and trains students to follow the ASHA Code of Ethics throughout their academic, pre-professional and professional careers. To view the full code of ethics, visit:

<http://www.asha.org/Code-of-Ethics/>

UNK STUDENT HANDBOOK

For current information about registration, tuition, and admission requirements go to UNK home page, click on Admissions tab and then Undergraduate or Graduate.

<http://www.unk.edu/admissions/index.php>

To view UNK's overall student code of conduct, please access this information on the UNK website link for Student Affairs, and the right hand side lists the Student Handbook:

https://www.unk.edu/offices/reslife/_documents/university-of-nebraska-at-kearney-student-code-of-conduct.pdf

To view UNK's academic integrity policy followed by the Communication Disorders Department, please access this information on the UNK website link for the Graduate Catalog, then Academics, and finally Academic Integrity Policy:

<https://catalog.unk.edu/graduate/academics/academic-regulations/expectations-in-the-classroom/academic-integrity-policy/>

COE Acceptable Use of Technology Agreement:

As part of the College of Education's accreditation plan, online education students are required to read and respond to the Acceptable Use of Technology (AUT) agreement for 2024. Please do so by clicking on the following link: https://unk.co1.qualtrics.com/jfe/form/SV_2cmZ7B5tDgbkFdY

For current information about the UNK Youth Activities Safety Guidelines, visit:

<https://www.unk.edu/offices/reslife/youth-activity-safety-policy.php>

UNK NON-DISCRIMINATION POLICY STATEMENT

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.

<https://www.unk.edu/about/compliance/discrimination-and-harassment/index.php>

<https://www.unk.edu/about/files/harassment-and-discrimination-policy.pdf>

STUDENTS WITH DISABILITIES

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation

services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu

STUDENTS WHO ARE PREGNANT

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308.865.8218. The following links provide information for students and faculty regarding pregnancy rights. <https://thepregnantscholar.org/title-ix-basics/>
<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

UNK POLICY FOR INCLUSIVE EXCELLENCE

At UNK, inclusive excellence is rooted in our values.

- **People matter.** The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community.
- **The learning environment matters.** We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another.
- **Learning matters.** Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives.

The following link provides information for students regarding UNK's commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging: <https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

GRIEVANCE POLICY FOR DISCRIMINATION

http://www.unk.edu/about/compliance/discrimination-and-harassment/sexual_grievance.php

SEXUAL HARASSMENT

The University of Nebraska at Kearney reaffirms that all women and men -- students, staff, faculty and administrators -- are to be treated fairly and equally with dignity and respect. Any form of discrimination, including sexual harassment, is prohibited. For information about sexual harassment and reporting incidents, please visit:

<https://www.unk.edu/about/compliance/title-ix-resources/sexual-misconduct-policies--procedures.php>

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes they may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- **Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599

- **Campus Police (or Security)** 308-865-8911
- **Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

GRADUATE STUDENT APPEAL POLICY

Appeal Of Grades In Graduate-Level Courses

- I. Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures of the campus through which the grade was awarded. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:
 - a. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor.
 - b. If denied, the student should then appeal to the Graduate Program Chair or Director through which the course was offered. The appropriate Graduate Program Committee will meet to consider the student's appeal.
 - c. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies and Research. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. Since awarding grades in courses occurs at the individual campus level, the decision of the Faculty/Student Affairs Committee of the Graduate Council on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.
- II. If a student feels the grade they received in a class is incorrect, they must contact the instructor of record or in the absence of the instructor, the appropriate Graduate Program Chair or Director, within 30 days of the end of the term for which the grade was assigned. Failure to notify the instructor/department of record within the allotted time will render the initial grade final and no changes will be permitted. If the grade appeal cannot be resolved with the instructor, a formal, written appeal must be filed with the Graduate Program Chair or Director within 60 days of the end of the term for which the grade was assigned. If the instructor of record is also the Graduate Program Chair or Director, the formal appeal should be made to the UNK Dean of Graduate Studies and Research.
- III. The appeal must be the student's written statement specifying what the appeal is, the reason(s) for the appeal, and what outcome they are requesting. The student must also include documentation of course work pertinent to the course under appeal.

Appeal Of General Academic Matters Related To Student Programs (Other Than Grade Appeals)

- I. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:
- II. Initially, the appeal may be submitted to the student's advisor.
- III. If denied, the appeal may be submitted to the UNK departmental Graduate Program Chair or Director responsible for the student's graduate program. The Student's Graduate Program Committee will meet to consider the appeal.

- IV. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies and Research. Normally, this will be the final appeals body (for exceptions, see section IV).
- V. When a student's graduate program consists of registrations essentially or entirely on the UNK campus, the UNK Graduate Council will constitute the appeal board. When a student's graduate program includes substantial registrations on a campus other than the one administratively responsible for the program, three members of the Graduate Council for the other campus will be designated by the Dean for Graduate Studies on that campus to augment the Graduate Council on the campus administratively responsible for the program. In this case, the augmented Council will constitute the appeal board. The decision concerning augmentation of a campus Graduate Council for a specific appeal involving registrations on a campus other than the one administratively responsible for the student's program will be made by the Deans for Graduate Studies on the campuses involved.
- VI. In all cases, appeals should be made in writing to the appropriate advisor, committee or council. In those cases where the appeal concerns graduate-level qualifying exams, comprehensive exams or final oral exams, the following deadlines must be observed. It is the responsibility of the student to make reasonable efforts to ascertain the results of the examination within 30 days after its completion.

The initiation of the appeal, in writing, by the student must be filed within 30 days following the student's receipt of notification of the evaluation. In those cases involving an appeal of termination of program, initiation of the appeal, in writing, by the student must be filed within 30 days following the student's receipt of the official written notification by the campus Office for Graduate Studies.

- VII. There is no absolute right of appeal to the University of Nebraska Executive Graduate Council. The Executive Graduate Council will accept appeals only in those cases where in the exercise of its sole discretion it shall first find that one or more of the following grounds for accepting the appeal exist: < >That the campus Graduate Council has violated some element of fair procedure (example: has failed to allow the parties concerned to present their cases fully to their campus Graduate Council); That the campus Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position; That the campus Graduate Council has given undue weight to evidence not pertinent to the case; or That some gross miscarriage of justice would be perpetrated if the decision of the campus Graduate Council is allowed to stand. Appeals to the Executive Graduate Council must be made in writing to the University of Nebraska Office of the Executive Vice President and Provost and must specifically outline the grounds for the appeal. Such appeal must be made within 20 working days of the day the decision of the campus Graduate Council is received (working days shall not include those days the University is not in session.)
- VIII. The Executive Council must make a decision to hear the appeal or not to hear the appeal within 30 working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be made in writing.
- IX. The decision of the Executive Graduate Council on the merits of the case will be made and transmitted to the concerned parties within 40 working days after the decision to hear the appeal.
- X. No person who was a member of the department or campus Graduate Council involved in the case will be eligible to participate in the decisions of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case.

However, the Dean for Graduate Studies may replace members of the Executive Graduate Council not eligible for participation in the decision to hear the appeal or in the appeal itself.

ENGLISH PROFICIENCY STANDARD

International students (unless your home country's native language is English, or you have graduated from a U.S. college or university) must submit an official TOEFL or IELTS score sent directly from the Educational Testing Service to the Office of Graduate Studies & Research. This is used to ensure that you are prepared for coursework taught in English and aligns with the policy stated in the Graduate Course Catalog for International Student admission.

Minimum TOEFL score of 550 on paper-based test or 79 on the internet-based test (scores over 2 years old cannot be reported or validated)

Minimum IELTS score of 6.5

<http://catalog.unk.edu/graduate/admissions/international-students/>

Non-General American English Speakers CDIS graduate students identified as presenting with language differences that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and the Clinic Director. Strategies to improve their oral and/or written proficiency will be provided to the student via documented consultation with the Academic Advisor and/or the Clinic Director, and via feedback received from clinical faculty/instructors. Documented consultation may be drafted as a clinical action plan. If documented consultation does not meet the student's needs, attempts will be made to provide resources for individualized intervention, including, at the student's request, the program's Speech-Language-Hearing Clinic. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.

Students with Communication Disorders Students with communication disorders that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and/or the Clinic Coordinator. Students will be provided with information on assessment and intervention services available in the community, including the program's Speech, Language, and Hearing Clinic. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.

CORE FUNCTIONS

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent,

dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential

diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs

- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

- **Cultural responsivity** involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.
- **Evidence-based practice** involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (*Evidence- Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>]

Evidence-Based Practice in Psychology. (n.d.). <https://www.apa.org>. Retrieved March 3, 2023, from <https://www.apa.org/practice/resources/evidence>

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Approved by the CAPCSD Board of Directors

April 3, 2023

Reference update April 25, 2023

STUDENT FILES

Each student majoring in Communication Disorders is assigned a student file at the time they declare a major in Communication Disorders. The following information is contained in the student's file and readily available for the student's inspection at any time (by requesting the file from the clinic office associate):

Program of Study
ASHA checklist
State Certification Agreement *Student Teaching Checklist for Nebraska Teacher Certification
Report of comprehensive examination
Graduate application materials
Online student handbook signature sheet
Confidentiality agreement
Compliances/Immunizations for practicum/internship placements
Clockhours – documentation of observation hours, undergraduate clockhours, and graduate clockhour summary
Internship materials

Students need to keep personal copies of all ASHA clock hour records (both observation and clinical).

PROGRAM PREREQUISITES

We **require** the following to be **completed by the time of enrollment** in the program:

- Transcript evidence of one course in each of the following areas (as required for ASHA certification). Each course must have been completed for a grade, with a minimum grade of "C."
 - Biological science
 - Physical science (Physics or Chemistry ONLY)
 - Social-behavioral science (Psychology or Sociology)
 - Statistics
 - Research
- Transcript evidence of **all program prerequisite coursework**. Coursework must have been taken for a grade with a minimum grade of "C."
 - Phonetics
 - Anatomy & Physiology of the Speech Mechanism
 - Speech & Hearing Science
 - Speech & Language Development

- Introduction to Audiology
- Aural Rehabilitation
- Neuroanatomy
- Documentation of at least **25 hours of guided clinical observation** of a ASHA-certified speech-language pathologist.
 - All observation hours must be guided by a CCC-SLP who meets the ASHA requirements to supervise a student in clinical practice.

GRADUATE INFORMATION

Students successfully completing the Master's degree and appropriate education requirements, the National Examination in Speech-Language Pathology, and a year of supervised professional experience are eligible for the following credentials:

1. National certification in speech-language pathology from the American Speech-Language-Hearing Association
2. State License/Certification

*If a graduate student wishes to receive program endorsement for licensure in a state other than Nebraska or teacher certification, they must determine what those requirements are and bring them to the Graduate Program Chair and Clinic Coordinator by October 1st of their first semester of the program. It is often true that a Master's degree in CDIS is the primary requirement; however, some states have some specific coursework or clockhour requirements that are not mandated by ASHA.

Part-time graduate students can expect to complete the Master's degree program in 3–3½ years, barring unforeseen events. Students who take fewer than 5-6 credit hours per semester can expect to have difficulty completing all requirements in this time period. While the program will guide students to obtain appropriate clinical practicum opportunities, inflexible student schedules can make it difficult to meet clinical practicum requirements. Since all students must obtain clinical experience with a variety of clients, it is important to prioritize the opportunities that are available.

It is a requirement of the Department of Communication Disorders that a graduate student complete both the clinical and academic requirements for ASHA certification as well as take the national exam prior to obtaining a Master's degree from the University of Nebraska Kearney.

ACADEMIC REQUIREMENTS

- I. Undergraduate Coursework Each student must successfully complete all undergraduate courses in Communication Disorders with a grade of C or better. In the event that a grade lower than a C is achieved, that course must be repeated. Undergraduate students must have maintained an overall cumulative grade point average of at least 2.8 in order to participate in the clinical practicum experience.
- II. Graduate Coursework In the graduate course sequence, a student must complete all academic courses with a grade of C or better. If a student, during the course of their graduate program, receives more than two grades below B in the major area or has a cumulative GPA below 3.0, the graduate program may be terminated. This includes clinical practicum courses.
- III. Nebraska Teacher Certification Graduate students are advised to complete the requirements necessary to be eligible for Nebraska Teacher Certification. To be eligible for Nebraska Teacher Certification, graduate students are required to complete a series of teacher education courses, including a Human Resource Training (HRT) course. If

students elect to pursue this certification, needed courses will be included in their graduate plan of study as deficiencies.

IV. Clinical Practicum Graduate students are required to enroll in Practicum in Speech-Language Pathology (CDIS 861, 862, 863, or 864) as outlined in their academic program of study. Practicum should include a variety of supervised clinical experiences, including individual and group therapy, screenings, parent conferences, and diagnostic evaluations. Students may be expected to participate in occasional special projects, such as Health Fairs, preschool and industrial screenings, as offered by the practicum site. In clinical practicum courses, the student must earn a B or higher to count the clinical practicum hours toward the ASHA standard. Students who receive a grade lower than a B in a clinical practicum course will need to repeat their clinical experience prior to internships and this may delay their anticipated date of graduation.

V. Student Progress Review Faculty meet at midterm and the end of each semester to review all graduate students' progress regarding both academic and clinical performance. The CoreFunctions and CALIPSO Student Performance Evaluation will be used to guide these reviews. Students will be notified of their progress via email following these meetings. Recommendations from this review may include:

- i. On-track: moving toward independence appropriately
- ii. Consultation: having been identified as a developing student/clinician with a few key areas to target
- iii. Action Needed: at-risk, develop action plan to support growth in identified areas *See V. *Action Plan below*

VI. Action Plan Students who experience difficulty acquiring and/or demonstrating satisfactory academic performance and/or clinical skills may be required to develop an action plan. These plans are individualized for the student. The goals and objectives of the plan are determined based on specific feedback from the faculty. The action plan process is as follows:

- A. Faculty identify need for an Action Plan at midterm or end-of-semester review of students in faculty meeting.
- B. Department Chair, Graduate Program Chair, Clinic Coordinator, and relevant faculty members develop Action Plan to address goals and objectives to facilitate growth during specified time period.
- C. Student is notified to meet with appropriate personnel [Dept. Chair, Grad. Program Chair, Clinic Coord., and/or other faculty member(s)].
- D. Concerns are discussed, student provides input into plan, and plan is modified and agreed upon.
- E. Final Action Plan signed by student and relevant parties.
- F. Distribute signed plan to student and all involved parties to facilitate support and achievement of goals.
- G. Action Plan reviewed with student and relevant individuals on a designated schedule for the individual plan with documentation of meeting outcomes.

VII. Internships In order for students to qualify for an internship, they must have passed all four practicum courses and the required academic courses for the Communication Disorders major and must have the consent of the Department Chair, Graduate Program Chair, and Clinic Coordinator. Any student seeking teacher certification must complete an internship placement in a school. *[All Nebraska students must be admitted to Teacher Education before their school placement application will be accepted. Admission requirements and procedures can be found at: [http://www.unk.edu/academics/certification/.](http://www.unk.edu/academics/certification/)]*

Students should have accrued 95-120 clockhours that count toward the ASHA required total of 400 hours BEFORE beginning internships. These 95-120 hours include observation, alternative clinical education, diagnostic, and intervention hours. Each

student's internship application must be accepted by a public or private school, hospital, state institution, or clinic.

Students are to enroll in a child and an adult internship placement during the final two semesters of their program. Students will complete a minimum of 8-weeks in each internship placement or as outlined by the student's state certification guidelines. One week during an internship placement is expected to be 40-45 hours.

For students seeking Nebraska Teacher Certification, a supervisor will comply with Rule 20 to provide three formal, on-site observations of graduate students at their internship site. The visits will include observing the student and meeting with the on-site, certified SLP supervisor, who oversees the student on a regular basis. The internship coordinator will arrange for communication with placements via email, phone and/or video conference. Students are responsible for finding a qualified supervisor and all associated costs. Exceptions may apply for students completing school internships along I-80 in Nebraska between North Platte and York. Students who already have a Nebraska Teaching Certificate are not required to have formal, on-site observations to add an endorsement in Speech-Language Pathology.

- VIII. Comprehensive Examinations The CDIS department conducts comprehensive summative assessments as required for our accreditation. The comprehensive examination is scheduled during the last semester of students' program of study when they should be able to demonstrate the integrated information they have learned through academic course work, on-campus clinical practica, and off-campus internship experiences. Therefore, students will take the comprehensive examination that focuses on the following areas: Foundations and Professional Practice; Screening, Assessment, Evaluation, and Diagnosis; and Planning, Implementation, and Evaluation of Treatment.
- A. Students are responsible for the following three categories:
- i. Foundations and Professional Practice
 - a. Normal Processes: information related to acoustics, respiration, phonation, articulation, resonance, and neurological anatomy and physiology; instrumentation involved in measurement of such activity; production and perception of the speech signal; scientific bases for such knowledge; states of normal speech, language, and swallowing development.
 - b. Professional Practice: information related to confidentiality; ethical behavior; problem solving strategies; collaboration and consultation; service delivery models; scope of practice; current educational and health care trends; procedures related to certification, licensure, and affiliation with professional organizations.
 - ii. Screening, Assessment, Evaluation, and Diagnosis
 - a. Assessment: information related to screening, evaluation, and diagnosis for individuals with communication disorders across the lifespan, including congenital and acquired disorders, neurogenic and learning based (environmental) disorders.
 - iii. Planning, Implementation, and Evaluation of Treatment
 - a. Intervention: information related to planning, implementation, and evaluation of treatment practices for individuals with communication disorders across the lifespan, including congenital and acquired disorders, neurogenic and learning based (environmental) disorders.

Comprehensive examinations will emulate the format of the Speech-Language Pathology Praxis Exam; (i.e., it will include 132 multiple choice questions). The exam will be administered online via Canvas and monitored via use of anti-cheating software.

All students will verify their identity before entering the exam. Students will have 150 minutes to complete the examination at the scheduled date/time determined by the CDIS graduate faculty committee (typically in the first month of students' last semester of the program). The examination process may be adapted for students who have an accommodation plan on file with the Academic Success Office prior to the examination date.

To pass comprehensive examinations, students must respond accurately to at least 80% of the questions. Students who do not achieve an 80% or greater will be remediated. The CDIS faculty will establish a student-centered remediation plan based on the areas of deficit. If the student fails to pass remedial attempts within the semester of comprehensive exams, the student's graduation will be delayed. Additional remediation will occur in the following semester. If this final remediation plan is not successfully completed, the student will not graduate from the program. An exception will be considered for any student who passes the Speech-Language Pathology Praxis exam but is not able to pass the comprehensive examination remediations.

IX. ASHA Certification All who intend to become ASHA certified must follow the steps outlined on the ASHA website (<https://www.asha.org/certification/slpcertification/>).

- A. Take the Praxis Subject Assessment in the area of Speech-Language Pathology.
- B. Complete acceptable master's degree program in Speech-Language Pathology.
- C. Complete Clinical Fellowship under an individual holding CCC in Speech-Language Pathology in paid or volunteer employment setting.

**Master of Science in Education Degree
Speech-Language Pathology
(56 hours)**

If the department determines that a student's transcript has a deficiency, students must take appropriate coursework to fulfill the requirement.

Requirements (34 hours required)

Take all of the following:

- CDIS 818P Diagnostics Methods – 3 hours
- CDIS 830P, Pediatric Swallowing Disorders - 1 hour
- CDIS 840P, Augmentative/Alternative Communication - 3 hours
- CDIS 851, Phonological Disorders - 3 hours
- CDIS 852, Reading and Writing Strategies for the SLP: Serving Students with Language-Based Literacy Disorders - 3 hours
- CDIS 857, Dysphagia - 2 hours
- CDIS 865, Voice and Resonance Disorders - 3 hours
- CDIS 868, Motor Speech Disorders - 3 hours
- CDIS 869, Clinical Competencies in Speech-Language Pathology - 3 hours
- CDIS 876, Cognitive Communication Disorders - 3 hours
- CDIS 881, Seminar in Speech-Language Pathology - 3 hours
- CDIS 885P, Fluency Disorders - 3 hours
- CDIS 887, Aphasia Rehabilitation - 3 hours

Take EACH of the following, for a total of 8 hours:

- CDIS 861, Practicum in Speech-Language Pathology - 2 hours
- CDIS 862, Practicum in Speech-Language Pathology - 2 hours
- CDIS 863, Practicum in Speech-Language Pathology - 2 hours
- CDIS 864, Practicum in Speech-Language Pathology - 2 hours

Electives (3 hours required)

Take a minimum of 3 hours from:

- CDIS 820, Research in Communication Disorders - 3 hours
- CDIS 879P Aging and Cognition – 3 hours
- CDIS 828P, Advanced Audiology - 3 hours
- CDIS 832, Independent Study in Audiology - 1-3 hours
- CDIS 870P, Professional Issues - 3 hours
- CDIS 886, Infant/Preschool Assessment - 3 hours
- CDIS 895, Independent Study in Speech-Language Pathology - 1-3 hours
- CDIS 899P, Special Topics in Speech-Language Pathology - 1-3 hours

May choose 3 hours from either:

CSP 801P, Counseling Skills - 3 hours

OR

CSP 850P, Introduction to Counseling and Social Advocacy - 3 hours

*any graduate course not listed must be approved by the students' academic advisor and the department chair.

To be eligible for professional credentialing by the American Speech-Language-Hearing Association (ASHA), Nebraska Department of Health, and Nebraska State Department of Education, students also must complete the following internships:

Professional Certification Requirements (9 hours required)

Take 9 hours from:

- CDIS 893P, Internship (pediatric/school) - 5 hours
- CDIS 894P, Internship (clinical) - 4 hours

Online Graduate Program of Study

Name: _____

Advisor: _____

Graduate Standing: Full Provisional; date to be changed _____

Teacher Certification Desired: Yes No GRE _____ VRBL _____ QUANT _____ UG GPA _____

Course#	Course Title CDIS Courses (36 hrs required)	Credit Hours	Grade Received	Semester Taken
CDIS 818	Diagnostic Methods	3.0		
CDIS 830	Pediatric Swallowing Disorders	1.0		
CDIS 840P	Augmentative/Alternative Communication	3.0		
CDIS 851	Phonological Disorders	3.0		
CDIS 852	Reading & Writing Strategies for the SLP	3.0		
CDIS 857	Dysphagia	2.0		
CDIS 865	Voice & Resonance Disorders	3.0		
CDIS 868	Motor Speech Disorders	3.0		
CDIS 869	Clinical Competencies in SLP	3.0		
CDIS 876	Cognitive Communication Disorders	3.0		
CDIS 881	Seminar in Speech-Language Pathology	3.0		
CDIS 885P	Fluency Disorders	3.0		
CDIS 887	Aphasia Rehabilitation	3.0		
Practicum (8 hours required)				
CDIS 861	Practicum in SLP	2.0		
CDIS 862	Practicum in SLP	2.0		
CDIS 863	Practicum in SLP	2.0		
CDIS 864	Practicum in SLP	2.0		
Electives (3 hours required)				
Internships (9 hours) Required for Certification				
CDIS 892P or 893P/897	Internship (Pediatric or School)			
CDIS 894P	Internship (Clinical)			
Teacher Ed Requirements				
TE100 Teaching in a DEM Society				
TE 204 Growth & Dev/ Intro to Except				
TE 206 Instructional Technology				
TE 306 Reading & Inclusion				
TE 319 Management & Assessment K-12				

HRT Requirement: _____ Date Praxis Passed _____ Date applied/Admitted to Teacher Ed. _____

UNK CDIS Online Program Sequence
Total Required = 56 (47 academic; 9 clinical)

	First Year: Fall Semester	Credit Hours
CDIS 818P	Diagnostics	(3)
CDIS 840P	AAC	(3)
		Total Credits: 6

	First Year: Spring Semester	Credit Hours
CDIS 851	Phonology	(3)
CDIS 868	Motor Speech	(3)
		Total Credits: 6

	First Year: Summer	Credit Hours
CDIS 869	Clinical Competencies in SLP	(3)
CDIS 865	Voice	(3)
Elective	TBD	(3)
		Total Credits: 9

	Second Year: Fall	Credit Hours
CDIS 852	Reading & Writing	(3)
CDIS 887	Aphasia	(3)
CDIS 861	Practicum I	(2)
		Total Credits: 8

	Second Year: Spring	Credit Hours
CDIS 876	Cognitive Communication Disorders	(3)
CDIS 862	Practicum II	(2)
Elective/Deficiency	(if needed)	Total Credits: 5

	Second Year: Summer	Credit Hours
CDIS 863	Practicum III	(2)
CDIS 857	Dysphagia	(2)
CDIS 830P	Peds Swallowing Disorders	(1)
		Total Credits: 5

	Third Year: Fall	Credit Hours
CDIS 885P	Fluency	(3)
CDIS 864	Practicum IV	(2)
		Total Credits: 5

	Third Year: Spring	Credit Hours
CDIS 892	Internship: School	(5)
CDIS 881	Seminar in CDIS	(3)
		Total Credits: 8

	Third Year: Summer	Credit Hours
CDIS 894	Internship: Clinical	(4)
		Total Credits: 4

Total: 56 Credit Hours

****Projected sequence for a student with an undergraduate degree in CDIS without deficiencies (this is not typical for most incoming students; most will need additional coursework to meet all certification requirements).**

ASHA CHECKLIST

Name: _____

Advisor: _____

NUID: _____

Date Entered Program _____

STANDARD/ Content Area	Course #	Course Title	Credit Hours	Grade Received	Semester Taken
IV-A		BASIC SCIENCES			
Biological Science					
Physics or Chemistry					
Psychology					
Math					
IV-B		BASIC HUMAN COMMUNICATION PROCESSES			
Human Development					
Phonetics					
Anat & Phys of Speech Mech					
Speech & Hearing Science					
Language Development					
Neurological Foundations					
Multicultural Issues					
IV-C		COMMUNICATION, SWALLOWING, HEARING DISORDERS (prevention, assessment, intervention)			
Intro to Audiology					
Preschool Lang Disorders					
Articulation Disorders					
Aural Rehab					
Augmentative/Alternati ve Communication					
Reading & Writing Strategies for the SLP					
Dysphagia					
Voice and Resonance Disorders					
Motor Speech Disorders					
TBI & Related Disorders					
Fluency Disorders					
Aphasia					
Practicum in SLP (4 semesters)					
IV-E, G, H		ETHICAL CONDUCT & PROFESSIONAL ISSUES			
Clinical Procedures					
Professional Issues					
IV-F		RESEARCH PRINCIPLES			
Statistics					
Research Methods					

Speech/Language Pathology, Master of Science in Education

- [Overview](#)
- [Requirements](#)

Offered by [Department of Communication Disorders](#)

Program Information and Admission Requirements

Program Description

The Communication Disorders program is designed to prepare Speech-Language Pathologists for Nebraska teacher certification, state licensure, and certification by the American Speech-Language-Hearing Association. The program prepares graduates to work in early intervention programs, public schools, hospitals, rehabilitation centers, nursing homes, federal and state institutions. It also prepares students to apply for advanced degree programs in Speech-Language Pathology, Audiology, Speech and Hearing Sciences, and related areas. Additional professional opportunities include private practice, research, university teaching, and clinic supervision and administration.

Admission Requirements

An applicant desiring to pursue the Master's Degree in the area of Speech/Language Pathology must have completed an undergraduate degree or equivalent from an accredited institution. If the degree was not comparable to that offered at the University of Nebraska at Kearney or if deficiencies exist, the applicant must take those undergraduate courses deemed necessary by the Communication Disorders faculty to make up the deficiencies. An applicant who has obtained a Bachelor's Degree in some other area will be required to take those undergraduate courses in Speech/Language Pathology and possibly in related areas necessary to complete the equivalent requirements for the undergraduate major. Two tracks are available for admission. The On-campus Track has a minimum of 53 credits and the Online Track has a minimum of 56 credits. Applications are accepted for the fall term only and are due by January 15th.

Admission for Unconditional (Full) status is based on the following preferred qualifications:

1. Undergraduate overall grade point average of B or better,

2. Undergraduate Communication Disorders major grade point average of B+ or better,
3. Graduate grade point average of B+,
4. Three letters of recommendation, and
5. A professional resume.
6. Verbal communication skills are assessed via a video interview based on a department-approved question/statement in the online application for both tracks.
7. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria. Official TOEFL (<http://www.ets.org/toefl>) or IELTS score (unless your home country's native language is English, or you have graduated from a U.S. college or university) are to be submitted to ensure that you are prepared for coursework taught in English. Scores must be sent directly from the Educational Testing Service. The minimum TOEFL score accepted is 550 for the paper version and 79 for the internet version. The minimum IELTS score is 6.5.
8. When all application materials have been received by the Office of Graduate Studies and Academic Outreach, completed files will be forwarded to the CDIS Department for consideration and recommendation.

Applicants may be admitted on a conditional basis if the applicant's materials do not meet minimal grade point or GRE standards. Unconditional (full) admission will not be granted until the student completes 12 credit hours of graduate course work in CDIS with a cumulative GPA of B or better.

Advising

In consultation with an advisor, the graduate student will develop a program of study/degree audit after acceptance into the degree program. This program will be approved by the department and the Dean of Graduate Studies and Academic Outreach. The program of study requires a minimum of 53 credits for the On-Campus track and a minimum 56 credits for the Online Track. In some cases, the graduate committee may require additional credit hours in Communication Disorders or in related areas if a student has a significant weakness in a specific area. A student may elect to take more than a minimum of 53 credits for the On-Campus track and a minimum of 56 credits for the Online Track. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

UNK Non-Discrimination Policy Statement

www.unk.edu/offices/human_resources/aaeo/policies/nondiscrimination_policy.php

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination

in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.

Comprehensive Exams or Thesis Options

In addition to successful completion of all required course work, students must pass a comprehensive exam. Students who complete a thesis do not write comprehensive exams. Students can register for up to six credit hours of thesis for completion of the degree. Thesis credit hours can be counted toward the requirement of 50 in the On-Campus track. The thesis option is not available for the Online Track.

Professional Certification

Enrollment in [CDIS 893P](#) for 5 credit hours, and [CDIS 894P](#) for 4 credit hours, enables students to meet the American Speech-Language-Hearing Association (ASHA) certification requirements, Nebraska licensure requirements, and Nebraska teacher certification requirements. Such certification applications include both academic and clinical requirements. Additional course work may be added to a program of study to meet teacher certification requirements. If a graduate student wishes to receive program endorsement for licensure in a state other than Nebraska, they must determine what those requirements are and bring them to the Graduate Program Chair and Clinic Coordinator. It is often true that a Master's degree in CDIS is the primary requirement; however, some states have specific coursework or clock hour requirements that are not mandated by ASHA.

Accreditation

The Master of Science in Education degree in the Speech-Language Pathology Program at the University of Nebraska Kearney is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, (800) 498-2071 or (301) 296-5700.

Graduate Faculty

Professor: Michelle McKelvey, Jan Moore

Associate Professor: Philip Lai, Ladan Ghazi Saidi, Jane Roitsch, Whitney Schneider-Cline

Graduate Program Committee

P. Lai (Chair), M. McKelvey, J. Moore, L. Ghazi Saidi, J. Roitsch, W. Schneider-Cline

List of Courses

Communication Disorders (CDIS)

CDIS 818P – Diagnostic Methods 3 credit hours

Diagnostic principles, procedures, and materials used in assessment of individuals with communication disorders.

CDIS 820 – Research in Communication Disorders 3 credit hours

This course is designed to help students of communication disorders become critical readers of research in the field and to demonstrate the relevance of basic and applied research for evaluation and therapy in speech-language pathology and audiology. The course will include research strategies and research design in communication disorders in addition to measurement issues and organization and analysis of data.

CDIS 830P – Pediatric Swallowing Disorders 1 credit hour

This course is designed to study the unique aspects of pediatric swallowing and feeding with regard to assessment, diagnosis, prognosis, and rehabilitation of children from birth to 21 years of age with dysphagia and/or related feeding disorders.

CDIS 832 – Independent Study in Audiology 1-3 credit hours

Independent research or special assignments in the area of audiology.
Total Credits Allowed: 3.00

CDIS 833 – Practicum in Audiology 1-3 credit hours

Observation and participation in hearing testing, rehabilitation and patient counseling, and report writing.
Total Credits Allowed: 3.00

CDIS 835P – Neurological Foundations of Speech and Language 2 credit hours

The course familiarizes the student with the nervous system in terms of the organization of the brain, descending motor and ascending sensory pathways, and cranial nerves and muscles. Knowledge of these anatomic systems makes possible the understanding and classification of the effects of specific, localized disease processes on human speech and language.

CDIS 840P – Augmentative Alternative Communication 3 credit hours

This course is designed to orient students to the process of AAC: the supplementation or replacement of natural speech and/or writing using aided and/or unaided symbols. Topics covered include: AAC as a process and assistive technology as tools; terminology in AAC; funding based on legal issues of AAC, due process and expert testimony; ethics; multicultural issues; literacy; seating and other positioning, and motor control. Assessment and intervention strategies will be discussed.

CDIS 851 – Phonological Disorders 3 credit hours

Nature, etiology, assessment and treatment of phonological disorders; comparison to articulation assessment and treatment; remediation approaches.

CDIS 852 – Read & Writ Strat for SLP: Serving Students w/Lang Based Literacy Disorders 3 credit hours

This course explores theory and research concerning language and literacy development and disorders in children and adolescents. Topics will include home and school influences on literacy acquisition, roles and responsibilities of the speech-language pathologist in reading and writing assessment and intervention, and predictors of reading and writing acquisition and improvement.

CDIS 857 – Dysphagia 2 credit hours

Rehabilitation of individuals with eating and swallowing disorders. Basic science, evaluation, and treatment issues of dysphagia are explored with emphasis on management of adults in the context of the rehabilitation team in a medical setting. Adaptations and special needs of pediatric dysphagia are overviewed.

Prerequisite: [CDIS 835P](#)

CDIS 861 – Practicum in Speech/Language Pathology 1-3 credit hours

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

Total Credits Allowed: 3.00

Prerequisite: Graduate status

Additional Course Fee Required

CDIS 862 – Practicum in Speech/Language Pathology 1-3 credit hours

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

Total Credits Allowed: 3.00

Prerequisite: Graduate standing

Additional Course Fee Required

CDIS 863 – Practicum in Speech/Language Pathology 1-3 credit hours

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.

Total Credits Allowed: 3.00

Prerequisite: Graduate standing

Additional Course Fee Required

CDIS 864 – Practicum in Speech/Language Pathology 1-3 credit hours

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.

Total Credits Allowed: 3.00

Prerequisite: Graduate standing

Additional Course Fee Required

CDIS 865 – Voice and Resonance Disorders 3 credit hours

Symptomatology, etiology, assessment and remediation of functional and organic voice disorders; prevention issues. Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; and assessment and intervention of communication disorders related to cleft lip and palate.

CDIS 868 – Motor Speech Disorders 3 credit hours

Nature, etiology, assessment, and treatment of motor speech disorders including dysarthria; acquired brain injury; verbal apraxia; and augmentative/alternative communication systems.

CDIS 869 – Clinical Competencies in Speech-Language Pathology 3 credit hours

Clinical Competencies in Speech/Language Pathology provides instructional and application-based experiences in clinical evaluations, interventions, interactions, and the professional responsibilities of a practicing Speech-Language Pathologist. This is a concentrated, supervised experience in demonstrating clinical competencies with populations varying in age and communication disorder. Professional writing skills are addressed with opportunities to produce clinical documentation relevant for client assignments.

Total Credits Allowed: 6.00

CDIS 870P – Professional Issues 3 credit hours

This course is designed to prepare students for employment as speech language pathologists. It provides information relative to professional, federal and state guidelines by which the practice of speech-language pathology is governed. Rights and responsibilities of speech-language pathologists are addressed. Information is given about various work settings including public schools, hospitals and other clinical facilities.

CDIS 876 – Cognitive Communication Disorders 3 credit hours

Rehabilitation of individuals recovering from traumatic brain injury or closely related disorders. Evaluation and treatment issues are explored with emphasis on management of adults in a medical setting. Pediatric TBI, school reentry integration models and rehabilitation needs are also addressed. Special needs of right hemisphere damaged patients and those with dementia will be discussed.

Prerequisite: [CDIS 815](#)

CDIS 879P – Aging and Cognition 3 credit hours

Aging and Cognition is a multidisciplinary course that can interest/benefit/address students in different undergraduate or graduate programs including communication disorders, physical therapy, occupational therapy, psychology, nursing, family studies, kinesiology, sociology, social work, and education. Cognitive change as a normal process of aging as well as pathological aging including neurodegenerative diseases such as different types of dementia, Alzheimer's disease, and Parkinson's disease will be discussed. The concept of cognitive reserve will be elaborated and the factors that contribute to building a better reserve for healthy aging and prevention of neurodegenerative diseases will be studied.

CDIS 881 – Seminar in Speech-Language Pathology 3 credit hours

Advanced study and research in topics of current concern and interest in Speech-Language Pathology.

Total Credits Allowed: 6.00

CDIS 885P – Fluency Disorders 3 credit hours

Causes and treatment of fluency disorders; major theories of the nature of stuttering; the various treatment approaches; roles as clinicians.

Prerequisite: Graduate standing

CDIS 886 – Infant-Preschool Assessment and Intervention 3 credit hours

This course will provide students with the opportunity to develop a knowledge base and applied skills in a model of collaborative team assessment to be used with children and families in the birth to five age range.

Prerequisite: Graduate standing

CDIS 887 – Aphasia Rehabilitation 3 credit hours

Historical, theoretical and basic neuroscience foundations of the aphasias and related disorders such as the apraxias and the agnosias are studied. Clinical aphasiology, the theoretical bases, and alternative procedures employed in the assessment, diagnosis, prognosis, and rehabilitation of individuals with aphasia and related disorders is comprehensively addressed.

CDIS 892P – Internship (Pediatric) 5-10 credit hours

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in children in an educational setting or clinical facility.

CDIS 893P – Internship (Schools for NE Teacher Certification) 5-10 credit hours

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in an approved school setting that meets the Nebraska Department of Education standards to be eligible for Nebraska teacher certification.

Total Credits Allowed: 10.00

CDIS 894P – Internship (Clinical) 4-10 credit hours

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a clinical facility.

Total Credits Allowed: 10.00

CDIS 895 – Independent Study in Speech-Language Pathology 1-3 credit hours

Independent research or special assignment in the field of Speech/ Language Pathology.

Total Credits Allowed: 9.00

CDIS 897 – Internship (Schools out-of-state) 5-10 credit hours

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in an approved school setting for students pursuing certification outside of Nebraska.

Total Credits Allowed: 10.00

CDIS 899P – Special Topics in Speech-Language Pathology 1-6 credit hours

A course designed to enable the administrators and teachers of Communication Disorders to become knowledgeable about recent trends and issues in Communication Disorders or other concerns affecting Communication Disorders.

Total Credits Allowed: 6.00

CLINICAL PRACTICUM EXPERIENCE

CDIS 861, 862, 863, 864

Graduate students will be assigned to clinical practicum and receive training and experience in counseling, interviewing, evaluation, staffing, and therapy, provided that at least 25 hours of observation have been completed and verified by the Clinic Coordinator.

Procedures for Completing Clinical Practicum

- I. Practicum Requirements Graduate students are required to register for four semesters of speech pathology practicum (CDIS 861, 862, 863, 864) at the graduate level. Once enrolled in clinical practicum, it is expected that the student will continue to enroll in practicum each semester.
 - A. Background Check – completed annually, beginning at the first semester of graduate school.

Graduate clinician will be responsible for:

 - i. Completing the online process required to initiate the background check for [University of Nebraska Kearney Communication Disorders Department](#). The direct link is: https://secure.onesourcebackground.com/c/p/unsolicited_portal?guid=GUceQAYHjnogyqHrUroUzXgp742vZ4e0
 - ii. Paying the \$28.00+tax (subject to change) background check fee. Payments will be made directly to the vendor (OneSource) via PayPal

with debit or credit card. The link above gives the option to contact OneSource to make other payment arrangements.

B. HIPAA Training – each graduate student will complete a HIPAA training module in the Canvas Clinic course and complete a quiz to demonstrate competency each semester.

C. Compliance/Immunization Records – Graduate students will demonstrate proof of vaccines in Calipso.

Log into Calipso http://www.calipsoclient.com/unk_online, select *Student Information*, select *Compliance/Immunizations*, select *Files*, upload electronic files to demonstrate proof of:

- i. Medical Insurance
- ii. Current CPR Training, must be American Heart Association Basic Life Support (with skills testing)
- iii. Drug Screening, 10-panel, annually
- iv. Criminal Background Check, annually
- v. TB skin test, annually (within 364 days of previous test)
- vi. Current Vaccines

Vaccine	Frequency	Acceptable Documentation		
MMR (measles, mumps, rubella)	Once	2 vaccines	OR	Positive (+) antibody titer for each disease
Hepatitis B	Once	3 vaccines	OR	Positive (+) antibody titer
Varicella (chicken pox)	Once	2 vaccines	OR	Positive (+) antibody titer OR Medical documentation of having chicken pox
Tetanus	Every 10 years	1 vaccine		

- vii. Flu Vaccine, annually

Clinic Coordinator/Online Coordinator will confirm evidence and compliances in Calipso.

II. Practicum Placements The clinical practicum experience will be varied among children and adult clients in accordance with the caseload of the placement, the observed needs of the student clinician, and the current requirements for ASHA certification. The student clinician is expected to translate their academic knowledge into clinical skills.

A. Online Practicum Course – As part of the student’s clinic practicum, there will be online assignments that correspond with the clinical practicum. This will be managed through Canvas. These activities will include discussion forums, evidence-based practice, clinical application assignments, other content sharing and online classroom activities.

B. Off Campus Practicum Placement(s) – Prior to the beginning of each semester, the Clinic Coordinator will review the placement information provided by the online program coordinator for the student’s practicum site.

- i. Information is provided on the process for reaching out to potential clinical placements during orientation and the Arranging Practicum Placements module in the Online SLP Cohort Canvas Organization.

- ii. Students will locate practicum experiences that will meet program requirements, national certification requirements, and state licensure/certification as identified by the student.
 - a) Outside of Nebraska: student will identify potential placements and make initial contact for schools, outpatient clinics, nursing homes and/or rehabilitation companies
 - b) Within Nebraska: placements must be coordinated with Clinic Coordinator or Online Coordinator for all placements
 - c) All Medical Center/Hospital Placements: must be coordinated by the Clinic Coordinator or Online Coordinator
 - iii. The Clinic Coordinator and Online Coordinator will vet placements, establish/maintain site contracts for each placement, and collect site data to be stored in Calipso.
 - iv. At the conclusion of each clinical practicum placement, the Clinic Coordinator reviews student evaluations of their practicum placement experience, student competencies, clockhour accrual, and areas of future needs.
- III. Responsibilities The clinician is **responsible** for all notices either posted on Canvas or through UNK e-mail.
- IV. Schedule Graduate students will work with their practicum Cooperating SLP to identify a weekly schedule that meets the practicum guidelines. The schedule should be consistent.
 - A. 2 sessions = 1 individual/group seen twice weekly OR 2 individuals/groups seen once weekly
 - B. Practicum 1 (P1): 4-6 sessions per week >> approximately 2-3 clockhours per week >> 20-30 clockhours in this practicum
 - C. Practicum 2 (P2): 4-6 sessions per week >> approximately 2-3 clockhours per week >> 20-30 clockhours in this practicum
 - D. Practicum 3 (P3): 6-8 sessions per week >> approximately 3-4 clockhours per week >> 20-30 clockhours in this practicum
 - E. Practicum 4 (P4): 6-8 sessions per week >> approximately 3-4 clockhours per week >> 25-35 clockhours in this practicum
- V. Practicum Caseload Guidelines Each practicum placement has certain limitations to caseload given student's coursework.
 - A. Practicum 1
 - i. No hospital or adult medical placements (schools and pediatric outpatient clinics are acceptable)
 - ii. Cannot evaluate/treat: aphasia, dysphagia, cognitive communication disorders, fluency
 - iii. No comprehensive evaluations; screenings are appropriate
 - B. Practicum 2
 - i. No in-patient hospital placements (schools and outpatient clinics are acceptable)
 - ii. Cannot evaluate/treat: dysphagia, fluency
 - C. Practicum 3
 - i. No in-patient hospital placements allowed (skilled nursing facilities and outpatient clinics are acceptable)

ii. Cannot evaluate/treat: fluency

D. Practicum 4

i. Hospital placements are allowed, though students must attend hospital placements twice as much per week due to the steep learning curve in this setting

VI. **Attendance** Graduate students are expected to attend scheduled placement dates during all of the weeks set by the Clinic Coordinator for each semester. Dates cancelled by the Cooperating SLP are out of the student's control and excused absences, but need to be communicated by the student to the Clinic Coordinator via email. Students are allowed a total of 8 hours of excused absence from their practicum placement across a semester. Students must notify the Clinic Coordinator via email and their Cooperating SLP via their preferred communication mode. This includes cancellations for personal reasons and illness. UNK highly recommends students schedule appointments and work-related activities outside of practicum placement hours. Missing more than this allotted time may require an incomplete placement and required makeup time as available per the Cooperating SLP.

VII. **Clinic Grading** will be comprised of a Practicum course grade (60%) and Student Evaluation of Performance in Calipso (40%) completed by the Cooperating SLP in each Practicum placement.

A. *Practicum Course Grade* includes all assignments completed in Canvas per the syllabus for CDIS 861, 862, 863 & 864.

B. *Student Evaluation of Performance* grading will be completed in Calipso through midterm and final evaluations. The following grading system recognizes that students new to clinical practice need more guidance and do not perform as well as students about to leave the program. Students are expected to move toward increased initiative and improved clinical performance. Therefore, as a student moves through practicum assignments, they are expected to achieve higher ratings on the scale in order to maintain an acceptable grade.

<u>1st Semester</u>	<u>2nd Semester</u>	<u>3rd Semester</u>	<u>4th Semester</u>
Mean rating	Mean rating	Mean rating	Mean rating
3.00 or better =A	3.50 or better =A	4.00 or better =A	4.50 or better =A
2.75 – 2.99 =A-	3.25 – 3.49 =A-	3.75 – 3.99 =A-	4.25 – 4.49 =A-
2.50 – 2.74 =B+	3.00 – 3.24 =B+	3.50 – 3.74 =B+	4.00 – 4.24 =B+
2.25 – 2.49 =B	2.75 – 2.99 =B	3.25 – 3.49 =B	3.75 – 3.99 =B
2.00 – 2.24 =B-	2.50 – 2.74 =B-	3.00 – 3.24 =B-	3.50 – 3.74 =B-
1.75 – 1.99 =C+	2.25 – 2.49 =C+	2.75 – 2.99 =C+	3.25 – 3.49 =C+
1.50 – 1.74 =C	2.00 – 2.24 =C	2.50 – 2.74 =C	3.00 – 3.24 =C
1.25 – 1.49 =C-	1.75 – 1.99 =C-	2.25 – 2.49 =C-	2.75 – 2.99 =C-

Rating Scale

1 - Not evident: skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Clinical Educator must model behavior and implement the skill required for client to receive optimal

care. Clinical Educator provides numerous instructions and frequent modeling. (skill is present <25% of the time).

2 - Emerging: Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with Clinical Educator input. Clinical Educator frequently provides instructions and support for all aspects of case management and services. (skill is present 26-50% of the time).

3 - Present: Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Clinical Educator provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (skill is present 51-75% of the time).

4 - Adequate: Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Clinical Educator acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

5 - Consistent: Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Clinical Educator serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

VIII. Clockhours Clinicians should complete a minimum of 100 clock hours (including observation, diagnostic, and intervention time) prior to beginning any internship.

A. Calipso – Students are required to maintain accurate documentation of their clinical clock hours in Calipso. Calipso will maintain these hours for 8 years following graduation, after which they will be deleted per Calipso standards. Students are responsible for downloading final copies of all hours for their personal records.

B. Counting hours – Only direct contact with the client or the client's family for assessment, intervention, and/or counseling can be counted toward practicum (ASHA, 2020, V-C). When more than one student is involved with a session, clock hours should be assigned only to the student(s) who provide(s) direct services to the client or caregivers/families. For example, during the 60-minute intervention session, if one student provides treatment for 25 minutes, and the second student provides treatment for 35 minutes, each receives credit for the time he/she/they actually provided services (25 and 35 minutes respectively), not for 60 minutes. Students may not count time spent in conferences with clinical educator, preparation, chart review, test scoring, report writing, or other documentation activities as clock hours.

IX. Cooperating SLPs are professionals who host students in their clinical practicum and internship placement. To assist the graduate clinician with application of academic knowledge, the Cooperating SLP will guide the clinician's clinical performance through observations and conferences and assist them in achieving clinical competencies. The student clinician is directly responsible to their Cooperating SLP.

A. Qualifications – The Cooperating SLP will have appropriate national and state credentials for clinical practice and supervision of student clinicians. ASHA requires supervising SLPs to hold ASHA CCC-SLP, have 9-month's experience

post certifications, and obtain 2 hours of continuing education in the area of supervision.

- B. SLP On Site – ASHA requires that the cooperating SLP is on site and available for consultation during all direct contact with clients to count toward ASHA clockhours. Telesupervision is only allowed when the graduate student is providing telepractice speech therapy.
- C. Observation – The Cooperating SLP will observe a minimum of 25% of overall services provided in a given semester, in accordance with ASHA guidelines. Observation time will be consistent with the amount of feedback and guidance the student needs based on their clinical performance and competencies. Cooperating SLP are responsible for adjusting the amount of supervision to meet each students' individual needs. Time observed will be recorded in Calipso when approving clinicians' clock hours.
- D. Session Feedback – When a Cooperating SLP observes a therapy or diagnostic session, they may complete a clinical supervision feedback sheet and/or provide verbal comments relative to areas of strengths and weaknesses. Cooperating SLPs will provide formal (written and/or verbal) feedback on a weekly basis.
- E. Weekly Conference – Regular weekly conferences are held between the student clinician and their Cooperating SLP throughout the semester to discuss progress, intervention strategies, and difficulties with clients.
- F. Video Review – Each semester, the clinician may be requested to record at least one therapy session for self-evaluation purposes. Frequently, students are asked to complete a self-evaluation with each client they are seeing. This is at the discretion of the individual Cooperating SLP. Although a student may request help in setting up the recording equipment, it is the student's responsibility to see that the required self-evaluations are completed. *See Videotape Review form
- G. Midterm Conference – Cooperating SLP(s) will complete a midterm evaluation of student performance in Calipso for each student they supervise. Clinicians will meet with each of their Cooperating SLP(s) to discuss the midterm evaluation, including strengths and areas to grow. The score at midterm is a benchmark and does not numerically factor into the end of semester grade.
- H. Midterm Faculty Review – Faculty meet at midterm each semester to review all graduate students' progress regarding both academic and clinical performance. The Core Functions and CALIPSO Student Performance Evaluation will be used to guide these reviews. Students will be notified of their progress via email following these meetings. Recommendations from this review may include:
 - i. On-track: moving toward independence appropriately
 - ii. Consultation: having been identified as a developing student with a few key areas to target
 - iii. Action Needed: at-risk, develop action plan to support growth in identified areas *See VII. Action Plan below
- I. Final Conference – Cooperating SLP(s) will complete a final evaluation of student performance in Calipso for each student they supervise. Clinicians will meet with each of their Cooperating SLP(s) to discuss the final evaluation,

including strengths and areas to grow. The final evaluation of student performance score will be used to represent 40% of the clinic grade.

- J. End of Semester Faculty Review – Faculty meet at the end of each semester to review all graduate students’ progress regarding both academic and clinical performance. The Core Functions and CALIPSO Student Performance Evaluation will be used to guide these reviews. You will be notified of your progress via email following these meetings. Recommendations from this review may include:
- i. On-track: moving toward independence appropriately
 - ii. Consultation: having been identified as a developing student with a few key areas to target
 - iii. Action Needed: at-risk, develop action plan to support growth in identified areas **See VII. Action Plan below*
- X. Action Plan Students who experience difficulty acquiring and/or demonstrating satisfactory academic/clinical skills may be required to develop a action plan. These plans are individualized for the student. The goals and objectives of the plan are determined based on specific feedback from the faculty. The process for remediation is as follows:
- B. Faculty identify need for an Action Plan at midterm or end-of-semester review of students in faculty meeting.
 - C. Department Chair, Graduate Program Chair, Clinic Coordinator, and relevant Instructor(s)/Clinical Educator(s) develop an Action Plan to address goals and objectives to facilitate growth during specified time period.
 - D. Student is notified to meet with appropriate personnel [Dept. Chair, Grad. Program Chair, Clinic Coord., and/or Instructor(s)/Clinical Educator(s)].
 - E. Concerns are discussed, student provides input into plan, and plan is modified and agreed upon.
 - F. Final Action Plan signed by student and relevant parties.
 - G. Distribute signed plan to student and all involved parties to facilitate support and achievement of goals.
 - H. Action Plan reviewed with student and relevant individuals on a designated schedule for the individual plan with documentation of meeting outcomes.
- XI. Dress Code. Students must dress in a clean, professional manner for all clinical practicum interactions in line with the specific practicum placements’ dress code.
- XII. Bereavement Policy Up to five days of funeral leave may be granted to clinicians for each funeral in the immediate family. For each funeral of persons not in the immediate family, one day of leave may be granted at the discretion of the immediate Cooperating SLP. Immediate family includes wife, husband, partner, children, parents, grandparents, grandchildren, guardian, ward, foster child, brother, sister, daughter-in-law, son-in-law, stepfather, stepmother, stepdaughter, stepson, or persons being in the same relationship to the spouse/partner.

INTERNSHIP EXPERIENCE

CDIS 892P/893P, 894P, 897

Graduate students are required to enroll in two graduate internships. The student is required to obtain a minimum of 50 clinical clock hours within each internship. An internship will be completed in one adult and one pediatric setting with the successful completion of course work. It is expected that student clinicians have access to transportation for such off-campus practica.

Procedures for Completing Internship Experiences

- I. Identifying Placements Students will identify potential locations and clinical settings for their internship placements throughout the program. Each semester students will communicate their preferences and progress on securing placements with the online and clinic coordinators via shared Communication Record via OneDrive. The Clinic Coordinator and the Online Coordinators will discuss the process for reaching out to potential clinical placements that need to be coordinated via the CDIS Department.
 - A. Students will locate internship sites that will meet program requirements, national certification requirements, and state licensure/certification as identified by the student.
 - i. Outside of Nebraska: students will identify internship sites and make initial contact for schools, outpatient clinics, nursing homes and/or rehabilitation companies
 - ii. Within Nebraska: All internships must be coordinated with Clinic Coordinator or Online Coordinator.
 - iii. All Medical Center/Hospital internships: must be coordinated by the Clinic Coordinator or Online Coordinator
 - B. The Clinic Coordinator and Online Coordinator will vet internship sites, establish/maintain site contracts for each placement, and collect site data to be stored in Calipso.
 - C. Summer Clinical Internships:

The student must be available for their clinical internship placement all of June and July for a minimum of an 8-week placement. If the student works as an SLPA for a school district, they may need to consider these dates when signing their school employment contract. Options include:

 - 1) employment school year ends before June,
 - 2) negotiating one's own contract to end by June,
 - 3) using personal/sick leave to be available for a clinical placement beginning in June, or
 - 4) moving the full-time clinical internship placement to the fall semester and graduate in December.
 - D. One to two months prior to the start date of the internship, the cooperating SLPs and matched students receive internship information, via email, outlining the internship experience, expectations, and procedures. Please

see *Appendix A*. for more information about requests for reasonable accommodations in field placements.

- II. State Licensure and Teaching Certification If a graduate student wishes to receive program endorsement for licensure in a state other than Nebraska, the student must determine what those requirements are and bring them to the Graduate Program Chair and Clinic Coordinator. It is often true that a Master's degree in CDIS is the primary requirement; however, some states have some specific coursework or clockhour requirements that are not mandated by ASHA.
 - A. All students pursuing a Nebraska Teaching Certificate must be admitted to The College of Education-Teacher Education before applying for their school internship placement. Requirements for admission can be found at <http://www.unk.edu/academics/certification/> and include:
 - i. Complete education coursework: students should check with their advisor to ensure all necessary courses/substitutions are completed
 - ii. GPA: undergraduate GPA of 2.75 or higher
 - iii. Obtain an application from the UNK Educator Certification Office via the website listed above
- III. Prerequisites
 - A. Clinicians should accrue **95-100 clinical clockhours** (including observation, diagnostic, and intervention time) prior to beginning their internships.
- IV. Application The SLP Online Cohort Canvas Organization has an Internship Module with all the application materials. Students must complete their Internship applications by the **FIRST TUESDAY of SEPTEMBER in the FALL SEMESTER** prior to the spring/summer internships.
 - A. **School Placement-**

Go to SLP Online Cohort Canvas Organization Intership Module.

 - i. Complete the *Student Teaching Application Form* and submit via Canvas assignment
 - o Endorsement: Speech-Language Pathology
 - o Grade Level: K-12
 - o Assignment Preference: <skip this section>
 - o Advisor: I will sign as your advisor *after* you submit your application for my review
 - ii. Complete the *Personal Data Form* and submit via Canvas assignment
 - B. **Clinical Placement**

Go to SLP Online Cohort Canvas Organization Intership Module.

 - i. Complete the *Application for Student Internship* and submit via Canvas assignment
 - o For the question, *List prior clinical experiences that would relate to this position*, please don't forget to include class activities that are related like: Simucase, MBSImP, and relevant case studies
- V. Clock Hours
 - A. Clinicians must accrue a minimum of 50 practicum clock hours in three different settings across their graduate program. Students must accrue a minimum total of 400 clock hours (required by ASHA; 25 observation hours; 375 clinical clock hours) prior to graduation. Most students will obtain more than the minimum of 400 clock hours.

- B. Remember that clinical clock hours obtained during internships are counted the same as practicum clock hours; therefore, the student must continue to maintain their Calipso clock hour documentation for as long as the student is accruing clinical clock hours.

VI. Preparing for Graduation

- A. All students must apply for graduation using the following time line in MyBlue for the semester they intend to graduate:
 - i. Winter: July 15 – September 15
 - ii. Spring: December 1 – February 1
 - iii. Summer: April 15 – June 15
- B. Students are **REQUIRED to TAKE** the Praxis Subject Assessment in Speech-Language Pathology prior graduation. Students are not required to pass the Praxis Subject Assessment in Speech-Language Pathology to graduate, but must take it. Students who do not take the Praxis Subject Assessment will not graduate and will need to reapply for graduation the following term.
- C. Nebraska Licensure All who intend to become licensed within the state of Nebraska must register with 1) ASHA and 2) the licensing board **BEFORE** beginning their Clinical Fellowship. For forms, contact:
 - Nebraska Health and Human Services
 - Regulations and Licensure
 - Credentialing Division
 - P.O. Box 94986
 - Lincoln, NE 68509-4986
 - Phone: (402) 471-2299
 - <https://dhhs.ne.gov/licensure/Pages/Audiology-and-Speech-Language-Pathology.aspx>
- D. Nebraska Teaching Certificate All who intend to work in a school setting in the State of Nebraska must apply for a Teaching Initial Certificate with the Nebraska Department of Education (NDE). Go to www.unk.edu/academics/certification (and click on +Certification) to learn about the process and find the appropriate forms from the UNK Education Certification Office.
 - i. Submit an application to the NDE for your Initial Teaching Certificate. <http://www.education.ne.gov/tcert/> >Teaching Certificates & Permits under Section A > Teaching Initial Certificate
 - ii. Submit an Institutional Verification Consent form to the UNK Educational Certification Office so they can release student records to NDE.
 - iii. Request ALL (undergraduate & graduate) transcripts from UNK/Other Institutions to be sent to NDE.
- E. ASHA Certification All who intend to become ASHA certified must follow the steps outlined on the ASHA website (<https://www.asha.org/certification/slpcertification/>).
 - i. Take the Praxis Subject Assessment in the area of Speech-Language Pathology.
 - ii. Complete acceptable master's degree program in Speech-Language Pathology.
 - iii. Complete Clinical Fellowship under an individual holding CCC in Speech-Language Pathology in paid or volunteer employment setting.

**UNIVERSITY OF NEBRASKA KEARNEY
SPEECH-LANGUAGE AND HEARING
Videotape Review**

Name	Date of Session
Clinical Educator	Client

Follow the directions for each section. Please look at the tape critically and honestly.

I. View the first half of your tape and answer the following questions:

Did you appear organized and prepared?

How efficiently was time utilized?

Could you have done something differently to improve?

How effective were the type and schedule of reinforcement?

What are some examples of positive reinforcement you utilized?

II. View the second half of your tape **with the sound turned off** and answer the following questions.

What did your body language communicate?

What did the client's body language say?

III. Select a section of the tape, which involves conversation. Answer these questions:

Whose voice do you hear most? Mine The client's An equal amount of both

Do you appear to be interested in the conversation? Yes No
Why or Why not?

How did you respond to the client's utterance?

IV. Answer the following questions in terms of the **ENTIRE SESSION**.

Things I thought I did particularly well in this session were:

One thing/area/item I would personally like to improve is:

Do you need a Clinical Educator's help with this area/item? Yes No

Did you learn anything from this experience? BE TRUTHFUL Yes No



Appendix A.

College of Education

Requests for Reasonable Accommodation in Field Placements

The University of Nebraska Kearney (UNK) supports students with disabilities and encourages their full participation in all academic programs, including field placements of all kinds. “Field placements” for the purpose of this document include any practicum, field experience, clinical practice, internship, training, clinic or work experiences (or similar) conducted for academic credit. In accordance with Section II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, UNK’s Disability Services for Students is the designated office to work with students with disabilities to provide reasonable accommodation so they may enjoy the same benefits, experiences, and opportunities as persons without disabilities.

As in all academic programs at UNK, programs that provide field placements must assess students on the basis of their abilities rather than on their status as individuals with disabilities. Students with disabilities who are assigned to field placements must be able to perform the “essential functions” or meet the essential eligibility requirements of the experiences with or without reasonable accommodation. Pre-placement inquiries as to whether a person has a disability are not permitted; however, a field placement program must determine the core functions or essential eligibility requirements of its own training program so that students can request reasonable accommodation if needed.

Site Selection

The selection of a field site is a key factor in providing an optimal environment for academic and professional development. It is important to choose a field site with an environment that maximizes the strengths of each student with a disability and can provide reasonable accommodation. Students, in collaboration with the Disability Services for Students office, are responsible for identifying the most critical factor(s) in determining an optimal placement. For example, a student with traumatic brain injury may need a setting that allows more time to become familiar with the site and routine before being expected to interact at the site. In addition, a reasonable accommodation may include identifying a specific site which meets a student’s accommodation needs, such as accommodations related to mobility, transportation, time of day, etc.

Application/Interview Process (If Applicable)

If an application or interview process is required prior to acceptance into a field placement, students with disabilities may request accommodations during the application/interview process. Should a student need a reasonable accommodation to participate in the application/interview process (a transcriber for any required interviews, for example), the student is responsible for making the accommodation request to the Disability Services for Students office as soon as reasonably practicable in order for arrangements to be made.

Request for Accommodation in Field Placements

Students with disabilities are not required to declare, nor may an institution inquire about, the presence of a disability unless they are seeking reasonable accommodation, as discussed below. In addition, students are not required to inform the field placement coordinator or other staff about their disabilities at any time before, during, or after the site selection process. However, students with disabilities who will be requesting accommodation in field placements must be registered with the Disability Services for Students office. The Disability Services for Students office is responsible for managing an interactive process between the student and the University, including those who are directly involved in administratively facilitating the field

placement (e.g., field placement coordinator, department faculty, or Clinical Educators) and the field site (persons at the field site responsible for implementing reasonable accommodations). The process of providing reasonable accommodation should proceed in an individualized and systematic fashion.

Student Responsibilities

- First, make an appointment with Disability Services for Students, Phone 308-865-8214, E-mail unkdso@unk.edu, MSAB 163, as soon as reasonably practicable after you know that you will be taking a course that includes a field placement in order to discuss your accommodations.
- Second, attend a meeting with Disability Services for Students and the faculty member and/or others familiar with the field placement site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for that specific site.
- If you have an existing accommodation plan for accommodations in the classroom and you choose not to seek accommodations for field placements – that is your right to do. However, neither your grade nor performance in field placements can be reversed based on a late declaration of need for accommodation in field placements. You will be accommodated from the point in time that you request accommodation but no alterations will be made for performance before the request is made.

If a field placement site is unable or unwilling to make a requested reasonable accommodation or you do not believe your accommodation plan is adequate, contact Disability Services for Students immediately, Phone 308-865-8214, E-mail unkdso@unk.edu, MSAB 163, to facilitate resolution to the issue. The Disability Services for Students office will provide an informal grievance process, if necessary. If a site is unable or unwilling to make accommodations, UNK will work with you to provide alternatives for your field placement.

Disability Services for Students Staff Responsibilities

- Meet with the student to discuss possible accommodations for the student's field placement.
- Coordinate a meeting with the student and the faculty member and/or others familiar with the field placement site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for that specific site.
- Be available to accompany the faculty member and the student to visit the assigned site if requested by the student or the faculty member.
- Provide consultation services to the faculty, site personnel, and student during the field placement when adjustments to the accommodation plan may be required or questions arise concerning what is reasonable accommodation.

University Field Placement Staff and Faculty Responsibilities

- Add the following to any syllabus with field placements: "If you have a disability and use accommodations in the classroom, please make an appointment with Disability Services for Students, Phone 308-865-8214, E-mail unkdso@unk.edu, MSAB 163, as soon as reasonably practicable prior to the first day of your placement in the field to ensure that reasonable accommodations can be made for your field placement."
- Add the disability nondiscrimination statement to field placement agreements (if applicable).
- Ensure that all students that receive accommodations in the classroom are informed that they are eligible for accommodations in their field placements and that those accommodations may be very different than their classroom accommodations.
- Participate with Disability Services for Students in considering the specific needs of the student and the core functions or essential eligibility requirements of the placement to determine what reasonable accommodation can be made and assist in developing an accommodation plan in consultation with the student and Disability Services for Students.
- Provide the details of reasonable accommodation only to those who need to know, including those at the field site, in order to facilitate the accommodation request, while also respecting the confidentiality rights of the student with a disability. Even if a student has disclosed information

about his/her disability or medical condition, that information cannot be shared with others. It is appropriate to discuss only the accommodations that are necessary to help the student succeed in the field placement. Classroom accommodations ordinarily should not be shared with a site unless they relate to field accommodations. Remember that there are ramifications to the improper disclosure of a student's disability information, including the potential to impact future employment with the site.

- Monitor student progress and contact Disability Services for Students as necessary for advice in adjusting existing accommodations or providing new accommodation strategies.
- Discuss accommodation with the cooperating field site Clinical Educators. If a Clinical Educator seems unwilling or unable to respond to the University's legally mandated requirements, remember that ultimately UNK has the responsibility to accommodate the student, which may require an alternative placement for the student.
- If a student has any discrimination concerns, please advise the student to contact University of Nebraska Kearney, Alex Straatmann, Chief Compliance Officer, Title IX Coordinator, ADA/504 Coordinator, E-mail straatmanna2@unk.edu PH: (308) 865-8400, and/or provide the student information about [the ADA/504 Grievance Policy](#).

8/2017