

ONLINE GRADUATE PROGRAM HANDBOOK

Revised JANUARY 2021

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GRADUATE & UNDERGRADUATE 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.

Mailing Address: UNK Communication Disorders Department
College of Education, A103
1615 W. 24th St.
Kearney, NE 68849-5553

Phone: 308-865-8300

Fax: 308-865-8397



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>

Master of Science in Education degree in Speech Language Pathology Program at 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.

NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)

Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions. Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator's skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning. Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.

Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.

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

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

Hinrichs, Crystal – Lecturer, Clinical Educator

Lai, Philip – Assistant Professor: autism; language development and disorders

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

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

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

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

Wilson, Jill – Lecturer, Clinical Educator

Wolfe, Denise – Lecturer, Clinical Educator

DEPARTMENT OF COMMUNICATION DISORDERS MISSION STATEMENT

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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:

<http://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-integrity-policy/>

Acceptable Use of Technology Agreement:

Online education students in the College of Education are required to read and respond to the Acceptable Use of Technology Agreement. Please do so by clicking on the following link:

https://unk.co1.qualtrics.com/jfe/form/SV_9Y3kc9LaHWvn3AV

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

www.unk.edu/academics/cdis/files/clinic_forms/UNK%20Youth%20Activities%20Safety%20Policy.pdf

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.

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

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 Cindy Ference in Student Health, 308-865-8219. The following link provides information for students and faculty regarding pregnancy rights. <http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>

UNK STATEMENT OF DIVERSITY & INCLUSION

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I:

<https://www.unk.edu/about/equity-access-diversity.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/aaeo/sexual_harassment/index.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 she or he 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.

If you have questions regarding the information in this email please contact **Mary Chinnock Petroski, Chief Compliance Officer**(petroskimj@unk.edu or phone 8400).

GRIEVANCE POLICY FOR SEXUAL HARASSMENT AND DISCRIMINATION

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

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.

ESSENTIAL FUNCTIONS

In addition to the knowledge and skills outlined in standards from the American Speech-Language-Hearing Association, individuals seeking the master's degree in SLP must be able to demonstrate these essential functions* to meet the professional obligations of a speech-language pathologist. Graduate students might already possess many of these items, while others are practiced and solidified during graduate training.

COMMUNICATION

- Communication skills include: articulation, fluency, expressive/receptive language, pragmatics, and voice/resonance.
- The student must demonstrate consistent communication skills to:
 - Read and write with a level of American English proficiency needed to complete all functions of clinical and academic graduate program requirements.
 - Use spoken American English proficiency needed to complete all oral functions of the clinical and academic program requirements.
 - Understand and use nonverbal communication skills effectively.

INTELLECTUAL/COGNITIVE

- The student must demonstrate cognitive functioning that allows him/her to:
 - Understand, retain, integrate, and apply oral and written content to complete all functions of the clinical and academic graduate program requirements.
 - Self-assess, set goals based on past performance, and use resources to increase knowledge, skills, and dispositions.
 - Organize, strategize, and adjust problem-solving and decision-making skills to be successful in coursework and clinical contexts.

PHYSICAL

- The student must possess motor skills and functioning that allow him/her to:
 - Sustain necessary level of physical exertion matched to classroom and clinical tasks across the duration of the mandated workday.
 - Respond in an expedited manner to provide a safe environment for clients in emergency situations.
 - Manipulate testing and treatment materials efficiently and without disruption to the assessment and treatment contexts.
 - Interact with client-utilized materials and equipment (e.g., hearing aids, wheelchair, AAC device, etc.) without complication or error.
 - Access technology for mandated client activities (e.g., online billing, charting systems, EMR programs, etc.).
 - Access transportation to clinical and academic settings necessary for program requirements.

SENSORY

- The student must possess sensory skills that allow him/her to:
 - Visually discriminate effectively between normal and disordered or different communication (i.e., fluency, articulation, voice/resonance, language, cognition, and hearing) and swallowing skills.
 - Auditorily discriminate effectively between normal and disordered or different communication (i.e., fluency, articulation, voice/resonance, language, cognition, and hearing) and swallowing skills.

BEHAVIORAL

- The student must possess behaviors that allow him/her to:
 - Wear attire that is appropriately matched to the professional context.
 - Receive and implement constructive criticism in academic and clinical activities.
 - Adapt to quickly changing and intense professional environments.
 - Uphold the ASHA Code of Ethics and all university, institution, state, and federal privacy and legal regulations.
 - Show compassion, empathy, and respect to clients, caregivers, and colleagues.
 - Practice self-care to maintain a level of functioning that does not jeopardize clients and colleagues.

****In requested and mandated circumstances, the program will allow for reasonable accommodations to be provided in order for a student to meet stated essential functions.***

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 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, 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 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. 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.
- IV. Internships In order for students to qualify for an internship, they must have passed all four practicum courses and the majority of 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/>. ***Praxis Core must be taken by October 4th of first semester of graduate program. Students with degrees from UNL & UNO must provide proof of Praxis Core scores at new student orientation.*] Students should have accrued 95-120 hours 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 located in Nebraska, a CDIS internship supervisor will comply with Rule 20 to provide required observations of graduate student. The internship coordinator will arrange for communication with out of state placements via email, phone and/or video conference. If out-of-state visits are required, the student is responsible for finding a qualified supervisor and all associated costs.

V. Comprehensive Examinations During the last semester of their graduate program, students must take a written comprehensive examination in the following areas: Foundations and Professional Practice; Screening, Assessment, Evaluation, and Diagnosis; and Planning, Implementation, and Evaluation of Treatment. In order to be successful in future employment settings, students must integrate information and demonstrate application of acquired knowledge and clinical skills. The adequacy of students' clinical skills in assessing and treating individuals with communication disorders is the basis for determining the ultimate success of our graduate program. Thus, the comprehensive examination is scheduled during the last semester of students' program of study, when they can demonstrate the integrated information they have learned through academic course work, on-campus clinical practica, and off-campus internship experiences.

A. Students are responsible for the following three categories:

- i. Foundations and Professional Practice
 1. 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.
 2. 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
 1. 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
 1. 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; it will include 132 multiple choice questions. The exam will be administered online via Canvas. All students will verify their identify 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 80% or more of the questions.

Graduation will be delayed one semester for students who do not pass comprehensive examinations on the first attempt. Students who do not achieve an 80% or greater will be remediated. The CDIS faculty will establish a remediation plan based on the areas of deficit. This plan will take place within two months of the original comprehensive examination.

Students failing to achieve an 80% or greater on the assigned remediation, will be allowed one additional remedial opportunity to demonstrate competency (80% or greater) in the area(s) of deficit during the semester following the comprehensive examination. If the student fails to pass the second remediation, they 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.

Master of Science in Education Degree
Speech-Language Pathology
(53 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 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 818P Diagnostics Methods – 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 (33 hrs required)	Credit Hours	Grade Received	Semester Taken
CDIS 830	Pediatric Swallowing Disorders	1.0		
CDIS 840P	Augmentative/Alternative Communicaton	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	Internship (Pediatric or School)			
CDIS 894P	Internship (Clinical)			
Teacher Ed Requirements				
TE100 Teaching in a DEM Society				
TE 204 Typical & Atypical Development				
TE 206 Instructional Technology				
TE 306 Reading & Inclusion				
TE 319 Management & Assessment K-12				

Additional TE Requirements: _____ Date Praxis Passed _____ Date applied/Admitted to Teacher Ed _____

UNK CDIS Online Program Sequence
 Total Required = 53 (44 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/Deficiency	(if needed)	Total Credits: 6

	Second Year: Spring	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: 53 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/Alternativ e 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

Admission Requirements

A student 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 student 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. 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. Competitive Graduate Record Examination (GRE) scores,
2. Undergraduate overall grade point average of B or better,
3. Undergraduate Communication Disorders major grade point average of B+ or better,
4. Graduate grade point average of B+,
5. Three letters of recommendation, and
6. Written communication skills assessed with submission of a personal statement for the on-line application.
7. Verbal communication skills are assessed via a video interview based on a question/statement in the online application.
8. Applicants may choose to submit a professional resume
9. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria.
Submit an 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); this is used to ensure that you are prepared for coursework taught in English. Score 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.

10. When all application materials have been received by the Office of Graduate Studies and Research, completed files will be forwarded to the CDIS Department for consideration and recommendation.

Students 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.

Procedure

Applications can be completed online at <http://www.unk.edu/admissions/graduate-student.php>. Applicants will upload required documents and pay the application fee through this online application. The Department of Communication Disorders graduate admissions committee will review application materials and determine students who will be offered admissions. The Office of Graduate Studies and Research will send official notification of acceptance into the Speech-Language Pathology Graduate Program.

UNK Non-Discrimination Policy Statement

<http://www.unk.edu/about/compliance/discrimination-and-harassment/index.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.

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 Office of Graduate Studies and Research. The program of study requires a minimum of 53 semester credit hours for the Online program. 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 53 credit hours. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

Candidacy for the Masters of Science in Education Degree

After completing between 12 and 24 credit hours of graduate level coursework, students must file an Application for Candidacy (https://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/Candidacy_1-13.pdf) with the Office of Graduate Studies and Research. Students must have a cumulative GPA of at least 3.0 and indicate their expected date of graduation.

Comprehensive Exams or Thesis Options

In addition to successful completion of all required course work, students must pass a comprehensive exam. The thesis option is not available for the Online program.

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 the license 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 some specific coursework or clockhour requirements that are not mandated by ASHA.

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.

Tracking Competencies

All student's complete coursework and practicum that adheres to the ASHA Certification Requirements in Speech-Language Pathology. As students matriculate through the program, their progress will be documented using an online tracking system created by Calipso. At the initiation of their program, students will be given a username, password, and instructions for accessing their individual accounts. Individual students are responsible for adding clock hours to document clinical experiences. Coursework is entered at the conclusion of each semester so students have a cumulative record of competencies met. The Department of Communication Disorders uses Calipso for program tracking.

Change of Program of Study

At times, a student may need to modify their program of study as set during their initial advising. In consultation with the student's academic advisor, a Change in Program of Study form must be filed (<https://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/Change%20in%20Program%201-13.pdf>) with the Office of Graduate Studies and Research. Students and the academic advisor discuss these changes, fill

out the form, and acquire the necessary signatures. The student then takes the form to the Office of Graduate Studies and Research.

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. Refer to page 4 for full accreditation statement.

Graduate Faculty

Professor: Michelle McKelvey, Jan Moore

Associate Professor: Whitney Schneider-Cline

Assistant Professor: Philip Lai, Ladan Ghazi Saidi

Graduate Program Committee

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

List of Courses

Communication Disorders (CDIS)

CDIS 815 – 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 817 – Speech Science Instrumentation 2 credit hours

This course is intended to provide a practical guide to instrumentation for graduate students in speech-language pathology. Clinical use and application will be reviewed.

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 828P – Advanced Audiology 3 credit hours

Review of the hearing mechanism and basic audiometric procedures. Training and experience in advanced audiometric techniques, including speech and immittance audiometry; masking; equipment care and calibration; referral procedures; report writing; and case history writing.

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 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.

Prerequisite: Graduate standing

CDIS 856P – Adolescent Communication and Language Disorders 2 credit hours

Study of normal and disordered communication skills of adolescents. Identification and assessment procedures will be covered. Classroom and clinical management of this population will be discussed.

Prerequisite: Graduate standing

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. It is recommended that students complete [CDIS 252](#) or approved equivalent and [CDIS 815](#) prior to enrolling in [CDIS 857](#).

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 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) 5-10 credit hours

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a public school setting.

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 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](https://www08.8f7.com/4DACTION/WebAppOrderEntryZCustom/OneSource/PLUS3484CD). The direct link is: <https://www08.8f7.com/4DACTION/WebAppOrderEntryZCustom/OneSource/PLUS3484CD>
 - ii. Paying the \$27.82 (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. Vaccinations – up-to-date MMR, varicella, tetanus, Hep B, and flu vaccines and annual TB skin test.
 - C. 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.
 - D. Compliance/Immunization Records – Graduate students will demonstrate proof of vaccines in Calipso.

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

 - i. Medical Insurance
 - ii. CPR Training
 - iii. Drug Screening
 - iv. Criminal Background Check
 - v. MMR
 - vi. Varicella
 - vii. Tetanus
 - viii. TB test (2 steps)
 - ix. Flu Vaccine (once available)
 - x. Hep B

Clinic Coordinator will confirm evidence and compliances in Calipso.
- II. Assignments The clinical practicum experience will be divided 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 – 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. All clinical practicum for online modality must be located 60 miles or more from the University of Nebraska Kearney or with permissions from the Clinic Coordinator.
 - i. Students will meet with the Clinic Coordinator and the Online Coordinator to discuss the process for reaching out to potential clinical placements.
 - ii. Students will locate practicum experiences that will meet program requirements, national certification requirements, and state licensure/certification as determined by the student.
 - iii. The Clinic Coordinator and Oline 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 will schedule individual clinical planning meetings to discuss past experiences, competencies, clockhour accrual, and areas of future needs.

III. Responsibilities The clinician is **responsible** for all notices either posted on Canvas or through e-mail.

IV. Clinic Grading All 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).

- V. 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, 2014, 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.
- VI. 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.
 - B. 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.

- C. 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.
 - D. 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.
 - E. 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
 - F. Midterm Conference – Cooperating SLP(s) will complete a midterm evaluation in Calipso for each student they supervise with a weekly, ongoing client/group and/or diagnostic. 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.
 - G. Midterm Faculty Review – Faculty meet at midterm each fall and spring semester to review all graduate students' progress regarding both academic and clinical performance. Recommendations from this review may include:
 - i. On-track: moving toward independence appropriately
 - ii. Consultation: having been identified as a developing clinician with a few key areas to target
 - iii. Action Needed: at-risk, develop action plan to support growth in identified areas *See VI. Action Plan below
- VII. Action Plan Student clinicians who experience difficulty acquiring and/or demonstrating satisfactory clinical skills may be required to develop a clinic action plan. These plans are individualized for the student. The goals and objectives of the plan are determined based on specific feedback from the clinical faculty. The process for remediation is as follows:
- A. Clinical faculty identify need for an Action Plan at midterm review of students in faculty meeting.
 - B. Department Chair, Clinic Coordinator, and relevant Clinical Educator(s) 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, Clinic Coord., and/or Clinical Educator(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 around midterm of specified period of time for individual plan with documentation of meeting outcomes.
- VIII. Dress Code. Students must dress in a professional manner (business casual) for all clinical practicum interactions.
- A. Clothing – attire may include: dresses, skirts, or slacks paired with blouses, sweaters, or collared shirts. Leggings must be paired with a top that is no shorter than mid-thigh.
 - B. Shoes – attire may include: dress shoes, sandals, or loafers.
 - C. INAPPROPRIATE clothing – hats, bandanas, low-cut shirts, exposed skin below the waist, midriff blouses, mini-skirts more than three inches above the knee, jeans, sweatpants, shorts, or plain, rubber flip flops.
 - D. Action – If a Cooperating SLP believes a student clinician is inappropriately dressed for a session or lacks personal hygiene, the student may be asked to leave the placement or cover exposed skin.
- IX. 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.

INTERNSHIP EXPERIENCE

CDIS 892P/893P, 894P

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 practice.

Procedures for Completing Internship Experiences

- I. Identifying Placements Students will identify potential locations and work settings for their internship placements at the beginning of the program with a meeting each semester to determine forward progress on securing placements. The student will locate and arrange the placements. The Online Coordinator will secure appropriate agreements with all internship placements. Two months prior to the start date of the placement, cooperating SLPs and matched students receive internship packets with information outlining the internship experience, expectations, and procedures. Please see *Appendix A*. for more information about requests for reasonable accommodations in field placement.
- II. Nebraska Teaching Certificate All students pursuing a Nebraska Teaching Certificate must be admitted to The College of Education-Teacher Education before applying for your school internship placement. Requirements for admission can be found at <http://www.unk.edu/academics/certification/> and include:

- i. Complete education coursework: check with an advisor that you have all necessary courses/substitutions
 - ii. GPA: undergraduate GPA of 2.75 or higher
 - iii. Pass Praxis Core: **indicate UNK 6467 and Nebraska Department of Education as score recipients**; passing scores – Reading (156), Math (150), Writing (162); see above UNK website for exceptions
**Pass Praxis Core by October 1st in the 2nd year of the graduate program. Students with degrees from UNL & UNO must provide proof of Praxis Core scores.*
 - iv. Obtain an application from the UNK Educator Certification Office located in COE Building.
- III. Prerequisites
 - A. Clinicians should accrue **95-100 clock hours** (including observation, diagnostic, and intervention time) prior to beginning any internship.
- IV. Application Students must complete their Internship Applications by the first Tuesday in September prior to the spring/summer semesters of their placements.
 - A. **School Placement**

Go to <http://www.unk.edu/academics/certification/>, select Student Teaching.

 - i. Complete *Student Teaching Application*
 - ii. Submit application folder to Internship Coordinator B132 or Office Associate A103.
 - iii. Application folder includes: manila folder, 1 copy of Application for Student Teaching, 2 copies of Personal Data Sheet (*cannot* exceed 2 pages), and 2 copies of transcript.
 - B. **Clinical Placement**

Go to <http://www.unk.edu/academics/cdis/interships.php>, select Student Information.

 - i. Download, fill in application, and print.
 - ii. Submit application folder to Internship Coordinator B132 or Office Associate A103.
 - iii. Application folder includes: red folder, 1 copy of Application for Clinical Student Internship, and 2 copies of transcript.
- V. Clock Hours
 - A. Clinicians must accrue a minimum of 50 practicum clock hours in three different settings across their graduate program.
 - B. Remember that clinical clock hours obtained during internship are counted as regular clock hours; therefore, the student must continue to maintain their Calipso clock hour documentation.
- VI. Preparing for Graduation
 - A. All students must apply to graduate in MyBlue within the timeline below 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 must take the Praxis Subject Assessment in Speech-Language Pathology to complete their degree for graduation. Students are not required to pass the Praxis Subject Assessment in Speech-Language Pathology to graduate, but must take it.

- C. All who intend to become licensed with the state of Nebraska must register with 1) ASHA and 2) the licensing board BEFORE beginning the 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
- <http://dhhs.ne.gov/publichealth/pages/crlAudSLPAppsFeesReqs.asp>
[X](#)
- D. 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 more 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 your records to NDE.
 - iii. Request your transcripts from UNK to be sent to NDE.

**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

PROCEDURES FOR OBTAINING CCC IN SPEECH-LANGUAGE PATHOLOGY

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

INFORMATION ON NEBRASKA'S AUDIOLOGY-SPEECH-LANGUAGE PATHOLOGY LICENSURE ACT

The Audiology-Speech-Language Pathology Licensing Act

On July 22, 1978, the Audiology-Speech-Language Pathology Licensing Act became effective. This law requires that any person who practices audiology or speech pathology in Nebraska must have the appropriate certification. Certification may be in the form of a valid teaching certificate or Nebraska state license. LB 247 passed on May 30, 2007 updated the scopes of practice for SLPs and audiologists in Nebraska.

Who is exempt from this licensure (does not have to be licensed)?

1. A person who holds a valid and current credential as a speech or hearing specialist issued by the State Department of Education if that person provides audiology or speech-language pathology.
2. A person who is in clinical practice as a student enrolled in an accredited college or university pursuing a major in audiology or speech pathology and practicing under the supervision of a person licensed in the area of practice, audiology or speech pathology.
3. A person completing the required year of professional experience (Clinical Fellowship) under the supervision of a person who is licensed in the area of practice, audiology or speech-language pathology.
4. A person who is directly employed as an audiologist or speech-language pathologist by the federal government, e.g., V.A. Hospital.

Who needs to be licensed?

Every person who is providing speech-language pathology or audiology services in the state of Nebraska except those who are exempt as listed above.

Can a person who is exempt apply for a license?

Yes. Further, it is advantageous to have the license, as it will protect job mobility. For example, a person working in the schools need not be licensed, but later may want to do some private practice and would not be able to do so unless licensed. Also, the law requires that any person who supervises a student doing clinical practice or supervises a person obtaining the supervised year of clinical experience be licensed. So, a person who plans to do supervision will need to be licensed.

Where can applications for license or assistance in completing an application be obtained?

Nebraska Health and Human Services
 Regulations and Licensure
 Credentialing Division
 P.O. Box 94986
 Lincoln, NE 68509-4986
 (402) 471-2299

What is the annual fee for a license?

The fee is \$140; however, this is subject to change. This same amount will also be assessed as a bi-annual renewal fee due on reapplication that must be made on or before December 1st of the renewal year.

Can a license obtained in Nebraska be obtained on the basis of reciprocity (license in another state)?

It appears likely that a person may have difficulty obtaining license on the basis of reciprocity with another state if the license from another state has been granted through grandfathering. It is necessary to evaluate the standards under which licensure was granted and demonstrate that these were, at the time license was obtained, at least equal to Nebraska standards.

What credentials will I need to send to the Board when I apply for a license?

You will need to send in the application and a check for the licensing fee.

One of the following additional items will need to be included with the application:

1. Transcripts with data of degree and type of degree awarded sent to the Board by the colleges or universities you have attended. (However, those who hold CCC or Equivalent Status or License in another state will not need to have the transcripts sent.)
2. A letter of verification of CCC or Equivalent Status sent by ASHA to the Board.
3. A letter of verification of License in another state sent by the Board from that state to the Nebraska Board.

What are the requirements for license?

1. A master's degree or its equivalent
2. Both amount and distribution of academic credit as required for the Certificate of Clinical Competence
3. Three hundred seventy-five clock hours of clinical experience with these hours distributed as required for the Certificate of Clinical Competence
4. A passing score on the National Examination in Audiology or Speech-Language Pathology administered by the Educational Testing Service
5. At least nine months of clinical experience supervised in the area in which licensure is sought (audiology or speech pathology)

Can a person obtain a dual license - a license in both speech pathology and audiology?

No, but a person can obtain two licenses, one to practice speech pathology and one to practice audiology. To do this, a person must:

1. qualify for license in each area, independently,

2. complete a separate application form for each area,
3. pay the fee required for each license.

Does a person who is completing their professional experience year (CF) need a license?

No, but the person who is obtaining the professional experience year must file a plan with the Board and have the plan approved prior to initiating any services. The forms for filing the plan may be obtained from the same address as given for obtaining forms for applying for a license.

What are the ethical practices requirements for a person who is licensed?

"Unprofessional conduct" shall include any of the following acts:

1. solicitation of professional patronage by agents or persons, popularly known as "cappers" or "steerers," or profiting by the acts of those representing themselves to be agents of the licensee;
2. receipt of fees on the assurance that a manifestly incurable disease can be permanently cured;
3. division of fees, or agreeing to split or divide the fees received for professional services with any person for bringing or referring a patient;
4. assisting in the case or treatment of a patient without the consent of such patient or their legal representative;
5. the use of any letters, words, term or terms, either as a prefix, affix, or suffix, on stationery, in advertisements, or otherwise indicating that such person is entitled to practice a system or mode of healing for which they are not licensed;
6. performing, procuring, or aiding and abetting in the performance or procurement of a criminal abortion;
7. willful betrayal of a professional secret;
8. making use of any advertising statements of a character tending to deceive or mislead the public;
9. advertising professional superiority in the performance of professional services.

All who intend to become licensed must register with the licensing board before beginning the CF (or the "licensing year").

I have read the University of Nebraska Kearney Communications Disorders Academic Handbook presented to me and agree to abide by the rules and regulations presented therein.

Date: _____

Student: (please print): _____

Signed: _____



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 essential 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 essential 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, Mary Chinnock Petroski, Chief Compliance Officer, Title IX Coordinator, ADA/504 Coordinator, E-mail pertroskimj@unk.edu PH: (308) 865-8400, and/or provide the student information about [the ADA/504 Grievance Policy](#).

8/2017