



Master of Science in Speech-Language Pathology Graduate Handbook 2026-2027



Nevada State University School of Education

Accreditation Status

The Master of Science (M.S.) education program in speech-language pathology {residential} at Nevada State University 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.

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Welcome to Nevada State University

Dear New Graduate Students,

On behalf of the faculty and staff, I would like to congratulate each of you on being selected to join the Graduate Program in Speech-Language Pathology at Nevada State University! You were chosen for the program for a reason, and we are so happy to have you here.

You each bring strengths to the program that will help you reach your potential. Your unique life experiences have shaped who you are and your perspectives. Graduate school will allow you to draw upon your strengths and previous knowledge and grow in the knowledge and skills needed to be a speech-language pathologist. There is a LOT to balance and learn in just two years, and it will at times feel overwhelming. But you've got this! I am confident that you have what it takes to succeed and we are committed to supporting you through the journey.

Your professors and clinical supervisors are here to provide you with the resources, mentorship, and opportunities that will help you grow academically and professionally. Do not be afraid to ask for clarification or help. While you'll be working with impressive faculty and clinicians who really know their stuff, we have all been where you are: just learning. That is an ok place to be!

Your cohort of fellow students will also be a great support as you embark on this journey together. Collaboration and teamwork will help you succeed and you might make lifelong friends along the way. You as an individual can also support yourself by finding balance: working hard but also finding time for wellness and self-compassion. I am guessing that entering this field you have a lot of compassion for helping others. It is also crucial to have compassion for yourself.

Finally, remember to center your clients – both the clients you'll work with in graduate school and in the future. Remember that your clients are whole people and not just diagnoses and impairments. By gaining competence as a master's level speech-language pathologist you will be able to better help them as a clinician and an advocate.

Once again, congratulations on your acceptance! We are so proud to have you in our program and look forward to working with you in the months and years to come ahead.

Best,

A handwritten signature in black ink that reads "Sheri Bayley". The signature is written in a cursive, flowing style.

Sheri Bayley, Ph.D., CCC-SLP, BCS-CL
Interim Department Chair & Associate Professor
Department of Speech-Language Pathology | School of Education
Nevada State University

Faculty and Support Staff

Dean's Office

Bernnell Peltier-Glaze, Ed.D., Professor and Dean of School of Education

Felix Simieou III, Ph.D., Professor and Associate Dean of School of Education

Kayla McDuffie, M.A., Administrative Assistant III

Program Leadership

Sheri Bayley, Ph.D., CCC-SLP, Associate Professor and Interim Department Chair

Christy Fleck, Ph.D., CCC-SLP, Associate Professor and Undergraduate Coordinator

Loni Patterson, M.S., CCC-SLP, Clinic Director

Full-Time Graduate and Undergraduate Faculty

André Lindsey, Ph.D., CCC-SLP, Associate Professor

Katrina Nicholas, Ph.D. CCC-SLP, Assistant Professor

Caroline Tobias, M.S. CCC-SLP, Lecturer and Clinical Supervisor

Christine Zanni, M.A. CCC-SLP, Lecturer and Clinical Supervisor

Graduate Part Time Instructor and Supervisors

Hollie Fleming, M.S., CCC-SLP, Part Time Clinical Supervisor

Lisa Dawn Mays, Ph.D, Audiologist, Part Time Instructor

Kimberly Rinehart, M.S., CCC-SLP, Part Time Clinical Supervisor

Jocelyn Arias-Flores, M.Ed., CCC-SLP, Part Time Clinical Supervisor

Angie Rozsa, M.S., CCC-SLP, Part Time Clinical Supervisor

Undergraduate Part-time Instructors

Vicki Brumberg, SLPD, CCC-SLP, Part Time Instructor

Barbara Forney-Misuraca, Ed.D., CCC-SLP, Part Time Instructor

Terri Lacey, M.S., CCC-SLP, Part Time Instructor

Elizabeth Meyerowitz, Ed.D., CCC-SLP, Part Time Instructor

Jessika Robinson, M.S., CCC-SLP, Part Time Instructor

Professor Emerita

Angel L. Ball, Ph.D., CCC-SLP

Mission

To prepare ethical, culturally responsive, evidence-based speech language pathologists who address workforce shortages in Nevada while developing the knowledge and skills to serve diverse populations through rigorous academics, clinical education, research engagement, and community partnership.

Vision

To provide high-quality graduate and undergraduate programs recognized for bilingual preparation, strong clinical training, research informed practice, and meaningful community impact.

Program Goals

- To maintain completion, Praxis pass, and employment rates at or above 90 percent.
- To support student connection, professional development, and well-being.
- To expand the use of simulation and applied learning experiences within graduate coursework.
- To expand opportunities for student participation in research and scholarly activities.

In addition, content-specific goals include the development of the following in all MS students:

- Knowledge of human communication disorders (speech, language, hearing and swallowing) across the lifespan
- An understanding of different linguistic and cultural communication norms and disorders the ability to assimilate academic material into evidence-based practice
- The ability to think critically and evaluate research relevant to the field of speech-language pathology
- Knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures
- Behavior in accordance with ethical standards of the profession in academic, research, and clinical environments
- The ability to work with other professionals to benefit the care of individuals with communication disorders
- Knowledge of regulations and record keeping in a variety of clinical settings

Program Description

The Master of Science (M.S.) in Speech-Language Pathology at Nevada State University prepares students to become licensed Speech-Language Pathologists (SLPs) who are eligible to pursue the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC-SLP). Graduates are prepared to provide evidence-based assessment, intervention, counseling, and advocacy for individuals with communication and swallowing disorders across the lifespan in a variety of settings, including schools, hospitals, rehabilitation centers, private practices, and outpatient clinics.

This is a residential, in-person graduate program that combines rigorous academic coursework with extensive supervised clinical education. Students complete on-campus clinical practica and off-campus externships with clients and patients representing diverse ages, cultures, languages, and communication needs. Clinical experiences are designed to develop competence across the full scope of practice in speech-language pathology while emphasizing culturally responsive, ethical, and evidence-based care.

The **full-time track** follows a five-semester plan of study. Students complete Fall, Spring, and Summer terms of didactic coursework and clinical practicums. The final two semesters are devoted primarily to full-time externship experiences in a variety of clinical settings. The full-time cohort admits students each fall.

The **part-time track** provides a pathway for individuals employed in Nevada school districts with a Speech and Language Impairment endorsement to earn a graduate degree while maintaining employment. Students complete coursework primarily during evenings, participate in part-time clinical experiences during the academic year, and complete full-time externships during summer terms. The part-time cohort is offered every three years, with the next planned cohort beginning in Fall 2028.

Our graduate programs enrolled the first cohorts in 2019. Beginning in Fall 2025, the degree designation officially changed from the Master of Education (M.Ed.) in Speech-Language Pathology to the Master of Science (M.S.) in Speech-Language Pathology, reflecting the program's strong emphasis on scientific knowledge, evidence-based practice, and clinical preparation.



THE PATHWAY TO BECOMING A LICENSED, CERTIFIED SLP

After earning your bachelor's degree and entering an ASHA-accredited master's program in speech-language pathology, the following steps will guide you to becoming a licensed and certified Speech-Language Pathologist.

1



COMPLETE YOUR MASTER'S DEGREE

- Graduate from an ASHA-accredited speech-language pathology program.
- Fulfill all didactic coursework and clinical practicum requirements.
- Develop the knowledge and skills to assess and treat individuals across the lifespan.

2



PASS THE PRAXIS® EXAM

- Take and pass the PRAXIS® Speech-Language Pathology exam.
- This national exam demonstrates your readiness to enter the profession.

3



COMPLETE YOUR CLINICAL FELLOWSHIP (CF)

- Earn a Certificate of Clinical Competence (CCC) through 36 weeks of full-time, supervised clinical experience.
- Work under the guidance of an ASHA-certified supervisor.
- Apply your skills, gain confidence, and grow as a clinician.

4



EARN YOUR CERTIFICATE OF CLINICAL COMPETENCE (CCC)

- After successful completion of your CF, apply for your CCC from ASHA.
- This is your national professional certification.

5



OBTAIN YOUR STATE LICENSE

- Apply for your state license to practice SLP.
- Requirements vary by state but typically include your CCC, background check, and application fee.
- Once approved, you are legally authorized to practice.

6



PRACTICE. GROW. MAKE A DIFFERENCE.

- You are now a licensed, certified SLP—empowering individuals, supporting families, and transforming lives through communication.



KEY TAKEAWAY

The CCC is your national credential from ASHA, and the state license gives you permission to practice. Both are required to provide speech-language pathology services.

Orientation

A required orientation will occur the week prior to the start of classes. Orientation is a mandatory part of the graduate program, and is a mix of in-person and online activities. During the orientation, you will be instructed to purchase CALIPSO, SimuCase, and ClinicNote, and any other required tools. You will receive many training topics critical for your learning, your ASHA credential process, and for the program's requirements. During this week, we will provide you with information on CPR training, Background check process with COMPLIO, policies, nametag and scrubs, etc. **Note: Please do not initiate background checks on your own.**

If you completed undergraduate or post-bacc observation hours, or direct evaluation and/or treatment hours under a CCC'd supervisor as part of a college/university Speech-Language Pathology/or Communication Science and Disorders program, we will ask you to upload the data to CALIPSO during the orientation. It should be noted that any hours that were obtained more than 6 years prior to the start of the graduate program will not be accepted. All paperwork must include documentation signed by the CCC'd supervisor, who provided debriefing/supervision.

Tracking of Academic and Clinical Skills

The Nevada State University Speech Language Pathology program has invested in the CALIPSO system. CALIPSO is a web-based application designed specifically for speech pathology and audiology graduate programs. We will be using the program CALIPSO to track your completion of ASHA Knowledge and Skills (KASA) and the completion of clinical hours. Each student will establish an individual CALIPSO account at a one-time fee of \$125.

If you were a Nevada State undergraduate, Post Bacc SLEP, Masters Preparatory Plan (MPP), or Health Human Sciences with Speech Pathology concentration, who already began CALIPSO tracking within the last 6 years for full-time program, and last 5 years for part-time program, you will not need to repurchase CALIPSO. The reason is that CALIPSO allows you to have access to the program for 8 years. Undergraduates at Nevada State, who have CALIPSO, should have already submitted the undergraduate material.

Sample Course Schedules

Full-Time Track

Total required credits: 54 credit hours

Fall Year 1			Spring Year 1		
Course Name	Number	Credit Hours	Course Name	Number	Credit Hours
Advanced Speech Sound Disorders	SPA 660	3	Language Assessment and Intervention	SPA 667	3
Research Design	SPA 720	3	Swallowing and Swallowing Disorders	SPA 777	4
Aphasia	SPA 751A	3	Cognitive Communication Disorders	SPA 751B	3
Motor Speech Disorders	SPA 753	3	Fluency	SPA 752	3
Seminar I in Clinical Procedures	SPA 759A	2	Seminar II in Clinical Procedures-	SPA 759B	2
Total Credit Hours		14	Total Credit Hours		14

Summer Year 1		
Course Name	Number	Credit Hours
Voice	SPA 762	3
Special Topics in SLP (laryngectomy/ oral cancer/ trach & vent)	SPA 690A	1
Seminar III in Clinical Procedures	SPA 759C	3
<i>Thesis</i>	<i>SPA 797</i>	<i>1</i>
Total Credit Hours		7-8

Fall Year 2			Spring Year 2		
Course Name	Number	Credit Hours	Course Name	Number	Credit Hours
1 st 8 weeks: Practicum Externship I Beginning	SPA 790A	4	Practicum Externship III Advanced	SPA 790C	8
2 nd 8 weeks: Practicum Externship II Intermed	SPA 790B	4	Special Topics in SLP (Multicultural issues)	SPA 690D	1
Special Topics in SLP (Aural rehab/hearing issues)	SPA 690	1			
Total Credit Hours		9	Total Credit Hours		9

Part Time Track

Total program – 48*- 58 credit hours * depends on clinical skills and experience

***Below is an example of the schedule of coursework and is subject to change

Fall Year 1			Spring Year 1		
Course Name	Number	Credit Hours	Course Name	Number	Credit Hours
Advanced Speech Sound Disorders	SPA 660	3	Language Assessment and Intervention	SPA 667	3
Research Design	SPA 720	3	Aphasia	SPA 751A	3
Total Credit Hours		6	Total Credit Hours		6

Summer Year 1		
Course Name	Number	Credit Hours
Cognitive Communication Disorders	SPA 751B	3
Seminar I in Clinical Procedures	SPA 759A	2
Total Credit Hours		5

Fall Year 2			Spring Year 2		
Course Name	Number	Credit Hours	Course Name	Number	Credit Hours
Motor Speech Disorders	SPA 753	3	Swallowing and Swallowing Disorders	SPA 777	4
Special Topics in SLP (Aural rehab/hearing issues)	SPA 690	1	Seminar III in Clinical Procedures-	SPA 759B	2
Seminar II in Clinical Procedures	SPA 759B	2			
Total Credit Hours		6	Total Credit Hours		6

Summer Year 2		
Course Name	Number	Credit Hours
Practicum Externship I Beginning	SPA 790A	4
Thesis	SPA 797	1
Total Credit Hours		4-5

Fall Year 3			Spring Year 3		
Course Name	Number	Credit Hours	Course Name	Number	Credit Hours
Voice	SPA 762	3	Fluency	SPA 752	3
Special Topics in SLP (laryngectomy/oral cancer/trach & vent)	SPA 690A	1	Special Topics in SLP (Multicultural issues)	SPA 690D	1
Advanced Practicum in schools	SPA 760A	1	Advanced Practicum in schools	SPA 760B	1
Total Credit Hours		5	Total Credit Hours		5

Summer Year 3		
Course Name	Number	Credit Hours
Practicum Externship II Intermediate	SPA 790B	4
Total Credit Hours		4

Completion of program

Coursework completed at satisfactory level, overall GPA minimum 3.0, and any C grades resulted in successful intervention.

1. All externship assignments completed, with satisfactory grades and any clinical intervention plan resolved with competencies demonstrated.
2. All supervisor paperwork received and verified completed by Clinic director.
3. Academic and externship materials include completion of ASHA KASA as outlined in CALIPSO that meets ASHA Certification Standards (see Appendix).
4. Completion of Summative Exit Exam taken in the 4th term (October) for Full-Time students, and the 8th term (April) for Part-Time students. The exam presents child and adult cases across the 9 CORE ASHA areas, with multiple choice questions regarding evaluation and treatment decisions.
5. Taking of Praxis Examination in Speech-Language Pathology with scores sent to Nevada State. The exam is recommended during the last term of externship.
6. By the last date of the term of your graduation from the Speech Language Pathology Program, you are responsible to download the pdf documentation from your CALIPSO records. Once you login to your CALIPSO, go to Checklist, then scroll down to the bottom of the page and download and save the documents: Clinical Clock Hour database, Clinical Experience Record, Cumulative Evaluation, Clinical Performance Summary, and KASA summary. If you need access to these records again within 7 years of your completion with us, you must contact the Clinic or Program Director.

Preparing for your career

You are the owner of your career choices, and where you go after graduation. Prepare while you are with us.

- Explore more about your career choice and options at <https://www.asha.org/students/>
- Ask about externship settings that match your interest areas.
- During year two of your program, network with faculty and community SLPs in special seminars
- Work on resume preparation, and interviewing skills with the career services <https://nevadastate.edu/student-life/career-services-center/>
- Attend annual American Speech and Hearing Association Convention in November of year two.
- Interested in further doctoral work? Then consider engagement in research activity. Just ask!

Post-Graduation

After you graduate, you will need to apply for both State Licensure and ASHA Certification.

Applying for State Licensure: State-by-State Disclosures

To determine if this program fulfills the licensure requirements for your intended state of practice, please review the information provided at:

<https://nevadastate.edu/academics/provost/professional-licensure/>. This resource details state-specific licensure alignment.

Applying for ASHA Certification:

<https://www.asha.org/certification/slpcertification>

SCORPION ALUMNI

Keep in touch with us after you graduate. Your opinions matter to us!

- Complete exit survey
- Give us feedback after you leave
- Keep us informed of your career outcome
- Stay involved as future supervisor, invited speaker, or instructor



University Policies and Resources

The **main website** for the university is: www.nevadastate.edu

Policies of Nevada State University are at: <https://nevadastate.edu/university-policies/>

To see the **Graduate Catalog** for your entry year: <https://nsc.smartcatalogiq.com/>

Code of Conduct: <https://nevadastate.edu/university-policies/student-code-of-conduct/>

SAFETY – your safety comes first in our community

- Download the State Safe app here: <https://nevadastate.edu/campus-emergency/state-safe-app/>
- CALL 911 for any health emergency or risk situation
- Call 311 for non-emergency situations
- University police department serves Nevada State campus:
<https://nevadastate.edu/campus-emergency/>
- Phone: For police assistance with an immediate emergency or crime in progress, dial 911 from a campus landline or 702-895-3669 from a cellphone. For non-emergency situations, call 311 from a campus landline or 702-895-3668 from a cellphone.
- Know your surroundings. Know your exits.
- Emergency call boxes are in the campus parking lot on side of KAB building.
- Alert supervisor/professor to any concerns on campus, in class, or in your externship settings.

DISABILITY RESOURCES ON CAMPUS

Please take the time to contact the disability resource center (DRC) if you believe we can help you with your independence and ability to be successful with your academic career. DRC accommodations can apply to your academic courses and/or clinical experiences.

<https://nevadastate.edu/academics/disability-resource-center/>

TITLE IX – Gender Equity & Sexual Harassment/Violence Policy

Please see: <https://nevadastate.edu/title-ix/> for more information.

DIVERSITY – be diverse and inclusive

Diversity is a part of our community, from the clients we serve, to each other, to the professors and staff of Nevada State. Be open-minded and respect differences.

<https://nevadastate.edu/community/diversity/>

<https://www.asha.org/about/diversity-and-inclusion-at-asha/>

Writing Center

<https://nevadastate.edu/academics/writing-center/>

In person (scheduled or drop in), Zoom, and asynchronous sessions available.

Counseling Services

<https://nevadastate.edu/studentwellness/counseling/>

All Nevada State University students have access to 7 free counseling appointments. They can be used any time between Fall semester and the end of Spring semester, as long as you are enrolled at the time you want to use your counseling sessions. Those enrolled for the Summer term, have access to 5 free sessions. There is a link on the webpage to sign up for an appointment, but if none of the times available work for you then you can email the counselor to arrange a different time.

Library

<https://library.nevadastate.edu/>

Through the library you can meet with a librarian to get research support, reserve study spaces, check out technology including laptops and chargers (short term), and check out materials including books and games.

IT Support and Laptop Rental

<https://nevadastate.edu/fbo/information-technology-services/>

Nevada State students can check out a laptop for a semester at a time through IT services.

Bookstore

<https://nscbook.bkstr.com/>

Food Pantry

<https://nevadastate.edu/studentwellness/foodpantry/>

Whether you're managing the demands of coursework or facing financial uncertainties, the Nevada State food pantry is here to support you with a variety of non-perishable goods and essential hygiene items. There's no application process or qualifying criteria—just an open door and a community dedicated to your success.

Career Services

<https://nevadastate.edu/student-life/career-services-center/currentstudent/>

Career services offers FREE professional headshots, FREE career wear, and services such as interview and resumé preparation help.

Veteran Student Services

<https://nevadastate.edu/financial-aid/veterans-benefits/>

Student Complaint Policy and Procedures

If you have any concern regarding your program's quality, please initiate with Step 1- informal complaint.

Step 1: Informal complaint. Speak to your professor or supervisor. Before filing a formal complaint, you should attempt to resolve the issue using your communication and professional skills. Make an appointment to meet with the faculty or staff member most directly involved in the concern.

- a. If the concern is regarding a Nevada State clinical supervisor or Externship supervisor, please begin by discussing with that individual. Clinic issues could include, but are not limited to, concerns with amount of clinical supervision, CALIPSO scores, amount of hours, type of feedback, etc. (See also the Externship manual https://nevadastate.edu/wp-content/uploads/2023/08/NSC-Externship-Policy-Manual_2.2023-1.pdf)
- b. If the concern is regarding an instructor, please begin by discussing with that instructor. Academic issues could include, but are not limited to, a concern with faculty behavior or performance, course items, grading process, remediation processes, etc.

Step 2: If the issue is not resolved informally within 2 weeks, then contact the Clinic Director or Program Director (as appropriate to the concern) and follow-up with a meeting to discuss. In some cases, the directors may recommend a meeting with the student and the supervisor/instructor, and/or with the other director. The goal is to reach a positive outcome with the ability to move forward in the learning process.

Step 3: If the program does not resolve the issue within 2 weeks of contacting the appropriate director, the next step is to follow the Formal Complaint process with the Dean of Students (see instructions: <https://nevadastate.edu/college-policies/student-complaint-policy/>).

Students may also contact: American Speech-Language-Hearing Association, Council on Academic Accreditation (CAA).

Procedures for Complaints to the CAA Against Graduate Education Programs: A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Criteria for Complaints: Complaints about programs must: a. be against an accredited educational program or program in candidacy status in audiology or speech-language pathology and/or audiology, b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology (<http://www.asha.org/Academic/accreditation/accredmanual/section3.htm>), and c. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. Additional information can be located on the ASHA website, specifically at: <https://caa.asha.org/programs/complaints/>

SPACE and SUPPLIES- YOUR GRADUATE SPACE(S)

While you are on campus during your graduate program, we want you to be comfortable and productive! Here are some of the spaces available for you to use:

The Grad Pad (CEB 106) includes a kitchen and seating areas along with:

Basic Office Supplies

These must be kept in this room and used on your honor. Misuse or loss of items will result in removal of this privilege. Chromebooks are available to check out from the administrative assistant.

Bulletin/Schedule Boards

You are responsible for attending to announcements regularly.

Help keep the boards neat and up to date.

Library (RSC) provides many seating areas, carrels, and group workspaces.

CEB Open Access Computer Area (second floor)

Break Out/Study Rooms (both floors of the CEB)

Parking There is ample free parking both in the front of CEB (1st floor) and behind (2nd).

Please do NOT park in spots Reserved for Early Childhood and Speech Pathology as these spots are reserved for families and clients only.



[NSSLHA](https://www.nsslha.org/)

National Student Speech Language Hearing Association

There are two levels of NSSLHA: National NSSLHA and Nevada State NSSLHA

National NSSLHA

<https://www.nsslha.org/>

NSSLHA is a national organization that undergraduates and graduates can join. It costs \$60 per year to be a NSSLHA member. The benefits of membership include:

- **NSSLHA to ASHA Conversion**

Join National NSSLHA for the last 2 years of your master's program to be eligible for \$250 off the initial dues and fees of ASHA membership and certification through the [NSSLHA to ASHA Conversion Discount](#). For example, if you are graduating with your master's in 2028, you would need to be a member in 2027 and 2028 to qualify.

- Access to all of ASHA's publications.
- Reduced registration fee for the annual ASHA convention.
- Discounts, scholarships, and more.

Nevada State NSSLHA

The first chapter of the National Student Speech Language Hearing Association began in 2019. Become a part of this new group, serve the campus and community, and learn about ASHA opportunities, such as the minority leadership program. Dr. André Lindsey and Prof. Christine Zanni are the group's faculty advisors. Please contact them.

ACADEMIC SECTION OF HANDBOOK

Strategies for Success in Graduate School

Graduate study in speech-language pathology is both challenging and rewarding. Compared with undergraduate coursework, you will be expected to engage with material at a deeper level, integrating scientific evidence with clinical reasoning and application.

Successful graduate students typically:

- **Read actively.** Don't just complete the assigned reading—engage with it. Highlight key concepts, identify unfamiliar terminology, ask questions, connect ideas across readings, and consider the evidence supporting clinical practices.
- **Take purposeful notes.** Use lectures to expand on—not replace—the assigned readings. Organize notes in a way that helps you make connections between concepts.
- **Review consistently.** Regularly revisit course materials independently and with classmates. Discussing concepts with peers can strengthen understanding and reveal new perspectives.
- **Ask questions.** If something is unclear, seek clarification. Chances are your classmates have similar questions, and asking benefits everyone.
- **Teach the material.** One of the best ways to master a concept is to explain it to someone else. Creating outlines, concept maps, or brief presentations can help solidify your understanding.
- **Use visual supports.** Diagrams, flowcharts, comparison tables, and other visual organizers can make complex information easier to understand and remember.

Remember that the knowledge and clinical skills you develop in this program will directly impact the individuals and families you serve. Building a strong foundation now prepares you to provide safe, effective, and evidence-based care throughout your career.

A Note About Coursework

Graduate courses are designed with the expectation that students complete all assigned readings before class. Faculty use lectures to emphasize key concepts, facilitate discussion, apply knowledge to clinical scenarios, and introduce additional material beyond the textbook. Course assessments may include material from assigned readings, lectures, class discussions, and other learning activities. Preparing consistently and engaging with all course materials will help you succeed.

Support with technology

Contact the Disability Resource Center for services if you have need for supportive technology such as Read and Write for Windows. For more information:

<https://nevadastate.edu/academics/disability-resource-center/>

ACADEMIC REQUIREMENTS

Additional Course Requirements

If you do not have evidence of these courses in your past college transcripts, you may need to add the course to your graduate program or take prior to the start of the master's.

- biological science
- chemistry or physics
- statistics or research methods
- psychology or sociology
- diagnostics in speech-language pathology or related field
- a course of study regarding parental involvement and family engagement (for Nevada Department of Education Endorsement for Speech Language Impairment)
- a course of study on special education (for Nevada Department of Education Endorsement for Speech Language Impairment)

Policies and Procedures for Written and Spoken English Proficiency

See appendix.

ACADEMIC GRADES

Read the 2018 article “Am I Good Enough” by Kaitlin DiCristofaro in The ASHA Leader, May 2018, Vol. 23, 44-45. doi: 10.1044/leader.SSAY.23052018.44

<https://leader.pubs.asha.org/article.aspx?articleid=2679450>

Am I Good Enough?: A graduate student offers stress-relieving strategies for undergraduate and grad

Be good to yourself

As speech-language pathology students, we know that there is a treatment technique or strategy for almost any type of disorder. Here are some strategies undergraduate and graduate students can use to calm nerves and diminish persistent fears.

You are not alone. Everyone in your cohort or program is going through the same stress or inner turmoil. Be kind to one another—these are the only people who know exactly what you are going through!

Embrace and support one another. Bouncing ideas off others, talking about classes, going out for lunch, or chatting about the grief that a certain supervisor or teacher is giving you can help.

Form a study group. Discuss materials with peers before an upcoming test. Set up a Google Doc that allows multiple partners to work on a study guide so it is not as overwhelming.

Talk to your teachers and supervisors. They know what you are going through and understand what is expected of you. If your feelings of anxiety and fear persist, talk to your teachers and supervisors about how that may affect your performance. They will try to help you and can refer you to the counseling center at your university.

GRADING POLICIES

In the SLP program you must maintain a 3.0 average. This means you have shown the learning you need to do the job you are planning to undertake.

At Nevada State, your academic courses will provide you with letter grades including use of the + and – system of Nevada State. Be aware that there are differences from the undergraduate grading. Your clinical externship courses will be Satisfactory/Unsatisfactory grades. Graduate students in the program of speech language pathology are given these grades:

A	the highest grade, is given for work of exceptional quality. Each credit earned with a grade of "A" carries 4.0 grade points.
A-	carries 3.7 grade points for each credit earned.
B+	carries 3.3 grade points for each credit earned.
B	is awarded for minimum expectation for graduate school. Each credit earned with a grade of "B" carries 3.0 grade points.
B-	carries 2.7 grade points for each credit earned.
C+	carries 2.3 grade points for each credit earned. Represents below-expectation for graduate school.
C	represents below-expectation for graduate school. Each credit earned with a grade of "C" carries 2.0 grade points.
C-	carries 1.7 grade points for each credit earned. <u>"C-" is the lowest passing grade for graduate credit that is allowed.</u> The student's accomplishment is deficient of minimum expectations.
F	represents failure. No credit or grade points are earned with a grade of "F." Failed courses count as credits attempted.
S/U	indicates satisfactory or unsatisfactory performance in designated courses offered with this grading option. For clinical courses, the grade of "S" indicates clinical skills expected for the student's externship level, and the grade of "U" represents performance equivalent to a that is below expectations for the student's externship level. Neither the "S" nor "U" grades are assigned a grade-point value.
AD	indicates audit and is given when a student registers in a course for no credit and no grade.

W	signifies that a course has been dropped or that a student has withdrawn from the college with passing grades. The grade of "W" is not included in the grade-point average. Students who withdraw from the college after 60 percent of the course instruction has occurred and are not passing, receive a grade of "F."
I	is a neutral mark and represents incomplete. An "I" is given when a student is performing passing work, but for some uncontrollable reason cannot complete the course requirements during the instructional period. "I" mark is excluded from grade-point average computation. Nonattendance, poor performance or requests to repeat the course are unacceptable reasons for issuance of the "I" mark. When the student's request for an incomplete mark is deemed acceptable, the instructor must indicate the specific work necessary to complete the course. Marks of "I" are automatically changed to "F" if they are not made up by the last day of the next regular semester (Summer Session excluded). Students may not graduate with an outstanding incomplete mark issued under this policy. The extension of an incomplete mark for one semester must be requested and approved by the instructor. The instructor will need to notify the Office of the Registrar, at least two weeks before the end of the semester in which the approved "I" mark expires. Students may make up incomplete marks by completing outstanding course requirements before the end of the next regular semester. The requirements must be submitted to the student's instructor, who reports the final grade and acquires the approval of the Academic Director. The written approvals must appear on the Grade Change Form before the form can be filed with the Office of the Registrar.
NR	Signifies that an instructor has failed to assign a grade to a student's course work. This grade is assigned by the Office of the Registrar until the proper grade is determined. Students may not graduate with grades of "NR" on their record. All grades of "NR" must be resolved by the last day of the following semester. Unresolved grades of "NR" become grades of F.

GRADUATE ACADEMIC STANDING in SPEECH-LANGUAGE PATHOLOGY

All graduate students must maintain a cumulative graduate GPA of 3.0. If a student's GPA drops below 3.0, the student will be placed on probation or dismissed.

Undergraduate or post-baccalaureate courses will not count towards graduate GPA. S/U graded credits, and transfer credits do not affect a student's GPA.

Probation

Students whose cumulative graduate GPA is below a 3.0 will be placed on academic probation for one semester. If they fail to raise their cumulative GPA to 3.0 by the end of one semester, they are dismissed from their graduate program. Students must be aware that courses are offered only once a year in sequence, and therefore an individual degree plan would need to be revised with the Speech-Language Pathology Program Director.

Policies and Procedures for Student Success Plans:

Preparation for success plan- identified at time of admission

If the graduate admissions committee identified a possible area of concern in written or spoken language, the student would have been informed at the onset of the admission/acceptance offer. We ask that the student understands that it is the opinion of the committee that the student will succeed in graduate school, but may benefit from initial assistance. The plan sets the student in an independent role of using the supports and resources to succeed. The student is required to initiate support services, such as the writing center. The program director and/or student's advisor will discuss the recommendations during the first week of the program, and then complete and document at least 2 support meetings during the term. (See also Written and Spoken English proficiency policies.) The SPA 720 Research Design will be the primary course for key performance measure of skill. The program director and/or student's advisor will provide recommendations if further support is needed.

Preparation for Written and Spoken English Success- program director and/or student's advisor will document meetings on "Log of Success Meetings" located on the dropbox student file

An Action Plan established during a course

*What is an **Action Plan** related to a course?*

An action plan provides the student additional opportunity to learn a concept or technique, which is identified in the course syllabi as an ASHA Knowledge and Skill, but was demonstrated as lacking or below expectations in the class. The plan is a learning experience, mutually created and agreed upon by the student and the professor of the course. The student's learning style may be integrated in the approach. Examples include: focused reading assignments, video training, hands-on application with guidance, etc. This is not a plan to help the student study for the final or to get "points" for improved grade. **A plan is not extra credit or of a point value towards the course grade.** Note that the academic or clinical activities in the SPA 759 Seminar in Clinical Procedures sequence is included in this policy.

How and when is the action plan initiated?

Either the student or the faculty can request a learning plan up until the last two weeks of the course. **A decision to initiate a plan must be done only AFTER the student has completed required course assignments.** In other words, a student cannot have assignments missing or has not read the textbook, and then ask for a plan. The student or faculty will complete the "Intervention Plan for Success" form, which includes a request for a meeting. The form should be emailed to the other. If a meeting is not scheduled within one week of the request, the

initiating party should contact the program director. A copy of the request form should be sent to the program's administrative assistant who will upload to the student's electronic file. If a faculty received a form and the student has not completed required assignments, then that faculty will respond back to the student that the course requirements must be completed first.

What if the student does not agree with the professor on the plan?

If this occurs, the student may request a meeting with an additional person of his/her/their choice (i.e. student, advisor, friend), and the faculty member may request an additional faculty member or program/clinic director. The meeting of these 4 people will aim to resolve the disagreement and facilitate a mutually agreed upon plan.

The student reserves the right to ultimately refuse a plan, but then forfeits an outcome of post-course intervention, e.g. may not initiate an intervention after the course grade (see Low-grade policy).

What about the student's privacy of these action plan/intervention tasks?

At this level, the intervention is part of the course and should be confidential between the student and faculty. However, the student's assigned advisor may view the student's file and help to monitor the intervention activities and success outcomes. However, if a low course grade (below B-) occurs, the program director will review the student's file to identify the prior intervention steps that were taken, and speak with the professor of the course to provide recommendations.

Intervention plan established after a final course grade with Low Course Grade

Documentation Steps for Intervention Plans:

1. "Intervention Plan for Success Form" initiated by student or faculty member
2. Signed form given to the program's administrative assistant to upload to student file.
3. The faculty member of the course will document meetings on "Log of Success Meetings" located on the x-drive student file.
4. If the Intervention plan is following a Low Course Grade, then the faculty will need to document the timely completion of the comprehensive exam or task at satisfactory level (B- or better; See above).

Low Course Grade (Speech-Language Pathology policy)

(updated Jan. 2022).

If a course grade of C+ to C- is obtained, regardless of probation status, then the following will occur. A grade of C+ to C- in an academic class, will result in a) an individually determined intervention plan, and b) a successful completion to that intervention plan, no later than the midpoint of the following semester. This option is forfeited if the cause of the low grade is

non-submission of assignments, and the course will need to be repeated. If the course is prior to an externship semester, the externship will not begin until the comprehensive exam or task is passed at B- or better. If the externship site does not approve of the delay, the student may forfeit that externship placement. If the student does not obtain a B- or better on the intervention plan, the student will have to retake the course when next offered. Note that the grade on the intervention does not result in a course change of grade. A course may not be retaken more than 1 time. Thus 2 attempts at a course with outcome of low course grade will result in dismissal from the program.

Unsatisfactory Externship Grades

If a grade of U is given in an externship rotation, the student may not continue into the next externship sequence. Any removal from an externship due to below expectation performance, ethical issues, or site policy infractions, may cause an automatic U. The student will have one term to repeat the externship, either at the same or a different site location. If a second U is given, the student will be removed from the program.

Transfer Credits

These are graduate credits transferred from another institution. Transfer credit must be approved by the Speech-Language Pathology Program Director, and must be signed by the student, the Speech-Language Pathology Program Director and the School of Education Dean. See graduate policies for more information. <https://nevadastate.edu/university-policies/graduate-student-policies-ae-23/>

Inactive Status

A student will be assigned to inactive status if they fail to enroll in classes for one semester without formal approval. Should the student wish to return to the program, they will need to reapply.

Leave of Absence

Students in good standing may request a leave of absence for approval by the Speech- Language Pathology Program Director and School of Education Dean. The leave of absence must be requested by the last day of enrollment for the semester that the leave is to begin. The student will not be required to maintain continuous registration. Usually, a leave of absence is approved for one or two semesters. The leave of absence request may be extended by the student filing an additional leave of absence form[a4]. Students must be aware that courses are offered only once a year in sequence, and therefore an individual degree plan would need to be revised with the Speech-Language Pathology Program Director. The revised degree plan must be submitted and signed by student, Program Director and School of Education Dean before the start of the resuming semester's courses

CLINIC SECTION OF HANDBOOK

Criminal Background Check

You will be required to use COMPLIO for a criminal background check prior to seeing clients in our clinics. Additional criminal background checks and possible drug screening may be required for certain site externships.

Clinic Hours requirements

ASHA requires at least 400 hours of clinical experience to satisfy professional certification standards. Typically, each graduate student clinician will accrue at least 375 hours of clinical experience throughout their graduate program. Student must meet the minimum hours, but also meet the ASHA Standards IV-A through IV-G and Standards V-A through V-C: “sufficient in depth and breadth to achieve the specified knowledge and skills outcomes.”

Prior Clinical Practicum Hours

Students may provide evidence of prior clinical practicum hours obtained under a licensed and ASHA certified clinician while in a speech pathology program. The student may be given credit for 25 hours of observation, and up to 50 hours of direct diagnostic or treatment hours, under the discretion of the Program Director and Clinic Director. Prior clinical hours must show evidence of a minimum of 25% supervision by a licensed and ASHA certified clinician, and indicate distinction of diagnostics vs. treatment, type of disorder, and age of client. However, they must be obtained no more than 6 years prior to the start of the graduate program. All paperwork must include documentation signed by the ASHA certified supervisor, who provided debriefing/supervision, and approved by the NS clinic director or program director.

ASHA Code of Ethics (effective March 1, 2023)

All students are required to be familiar with the ASHA code of ethics for professional conduct in the classroom, clinic, and in research activities. You are required to abide by the code. A violation can result in dismissal. In addition, you should be expecting your clinical supervisors to do so as well. If you have any concerns, please alert the Clinic Director or the Program Director.

<https://www.asha.org/policy/et2016-00342/>

Attendance policies for clinical sessions related to SPA759 series

Student clinicians are expected to be at clinic at least 30 minutes prior to the client’s appointment time or when requested by the supervisor.

Student clinicians are expected to be present for 100% of assigned sessions. If there is a serious reason for an absence, the following steps should occur:

1. Notify the **supervisor** and the **clinic director** immediately via email (same email).
2. Discuss with supervisor as to who will reach out to the client (will appointment be changed to Zoom, be covered by another clinician, or cancelled).
3. A make-up session would be advisable if supervisor approves.
4. If a group session is missed, then an extra activity may be assigned to the clinician.

If session is telehealth, and there is more than one clinician, the expectations are the same.

A prolonged serious situation or illness, must be discussed with the Clinic Director, who may recommend either a course withdrawal or arrange a make-up plan, if time permits. If the issue occurs past withdrawal date, then the grade will be affected, and the student may need to retake the course.

More than 1 no-show/no-call absence will result in a meeting with the Clinic Director and a clinical warning. Any beyond 1 no-show/no call absence may result in unsatisfactory grade and the student will need to retake the course.

Attendance in Externship Practicum Sites related to SPA790 and SPA760 series

Student clinicians are expected to be in attendance in externship practicums (SPA790 series and the SPA760 series) 100% of the time. The days and times of the externship are set by the supervisor and must be adhered to by the student, unless the clinic director has set-up a different schedule with the supervisor.

Student clinicians are expected to be on-time and ready for sessions as directed by the site supervisor. Any dates that the student is not available during the semester (e.g., wedding, travel, family event, etc.) should be clearly communicated at the start of the semester with the site supervisor and the clinic director. These dates must be included on the supervisor-student contract before the externship starts.

If there is a serious reason for an absence, the following steps should occur:

1. Notify the site supervisor and the clinic director immediately via email (same email).
2. Discuss with the supervisor as to when you will return to the site.
3. If make-up sessions are required, make-up days will be scheduled with the supervisor and clinic director.

A prolonged serious situation or illness, must be discussed with the Clinic Director, who may recommend either a course withdrawal or arrange a make-up plan, if time permits. If the issue occurs past withdrawal date, then the grade will be affected, and the student may need to retake the course.

HIPAA Compliance and Confidentiality

1. All information concerning clients is confidential. Instruction in specific guidelines regarding Protected Health Information (PHI) as it relates to HIPAA (Health Insurance Portability and Accountability Act) will occur during orientation.
2. Clients may be discussed with supervisors, SLP faculty members, and SLP students only when such discussions serve a clinical or educational purpose.
3. Clients are not to be identified or discussed with friends, roommates, or any other person outside of the Clinic.
4. Extreme care should be taken when having conversations in the Clinic facility as clients and families are likely to be within hearing distance. Please follow confidentiality guidelines.
5. Material from electronic documentation system may not be copied or stored in another location.
6. No videotaping, or cell phone videos of clinic sessions. Any evidence of client material (text, picture, or video) on social media may result in immediate dismissal from the program.
7. Written drafts of reports and other client notes must be destroyed. Take these items to the shredding box (near the SLP copier machine).
8. Student clinicians are not to exchange information regarding clients with other agencies without permission from the supervisor and a signed release from the client/guardian.
9. At no time should student clinicians be engaging in speech/language-related discussion about and/or regarding clients outside of the Clinic facility. Additionally, suggestions/materials should not be provided to the client or family unless done so under the direction of the supervisor during the time therapy services are being provided at the Clinic.

Liability Insurance

Graduate student clinicians qualify for liability insurance through Nevada State annually. Information will be provided at orientation.

Immunization

Some clinical placement sites require that graduate student clinicians comply with the facility's employee immunization policies and procedures and/or sign a waiver of liability. Students are responsible for obtaining any vaccination(s) required for their externship site(s).

CPR Training

Graduate student clinicians are offered CPR courses at the start of their first fall semester with Nevada State University. This certification is good for two years. Students are required to pay for the training.

Documentation Process

- The clinical scheduling, paperwork, and report writing will be created using an electronic medical record (EMR), such as ClinicNote.
- All client documents will be uploaded by Nevada State SLP faculty/staff.
- Health Insurance Portability and Accountability Act rules apply

<https://www.hhs.gov/hipaa/for-professionals/index.html>

Tracking of Clinical Hours

Each clinician is responsible for keeping track of his/her own clinical clock hours, and enter hours into CALIPSO. Clinical supervisors (state licensed and with active ASHA CCCs) will approve hours and complete clinical assessments of students each semester. When counting clock hours, ASHA allows you to count only that time spent directly with clients. Hours spent preparing for sessions, waiting for clients, meeting with supervisors, etc. may not be counted. Actual session length should be recorded; i.e., ASHA does not allow 45-minute sessions to be "rounded" to an hour. Each clinician gets approved by their supervisor(s) for supervised before leaving at the end of each semester. CALIPSO will maintain student records for six years after graduation, but students are encouraged to also keep personal paper or digital records.

Example of timeline for Fall Year 1 –

refer to instructions in your clinic course for specific dates

1. Initiate activation of CALIPSO program by Week 2 of Seminar in Clinical Procedures meeting.
2. Input any clinical hours obtained that day.
3. You are responsible for making sure your supervisor signs off on the hours, no later than two weeks post service date.
4. By week 8, you will complete a midterm self-evaluation on CALIPSO;
5. Advisor meetings will include performance feedback from clinical supervisors' reviews and personal goals set. Any academic concerns should also be addressed.
6. All clinical activities must be completed by the last week of the semester, including the final

self-evaluation on CALIPSO and review of your supervisors. Any special contract arrangements with externships that extend beyond the end of the semester, must be approved by the Clinic Director.

7. Faculty Advisor will update academic KASA on CALIPSO upon review of final grades; and Clinic Director will update clinical KASA on CALIPSO upon review of supervisor feedback and grades.

Clinical Assessment of Graduate Students

Midterms and Finals are completed by the student and supervisor via Calipso to determine the students overall score for clinic (759A/B/C) and externship performance. This approach ensures that graduating students are well-prepared to provide high-quality services to clients and contribute effectively to the field of speech language pathology. Formal written evaluation of clinical skills occurs at the midterm point and at the end of each semester to determine the student's clinical performance, clinical competence, and clinical course grade. If there are concerns at any point during the semester, the supervisor may complete an Action Plan to review the concerns with the student and provide strategies for the student to utilize.

At the midterm and final clinical meeting with the site supervisor, your clinical strengths and areas to improve will be discussed. The Clinic Director will review and/or discuss with the supervisor your performance. If at midterm, the performance is below expected level, then an Action Plan will be developed. If the skills have not improved to the satisfactory level by the final grading, AND this is your first Unsatisfactory, then you will have one term to repeat the externship. This will take place at the same site or a different site depending on the situation. If this is a student's second Unsatisfactory, they will be removed from the program, as they are not demonstrating skills that lead to ASHA certification.

Three-Tier Clinical Monitoring Model

Level	Monitoring Activity	Purpose
Student	Maintains CALIPSO records, reports concerns, completes supervisor evaluations.	Ensures accurate documentation and timely communication regarding clinical experiences.
Clinic Director	Reviews CALIPSO entries, evaluates student and supervisor feedback, communicates with sites, conducts site visits, verifies competencies.	Ensures compliance with ASHA standards and affiliation agreements while supporting students and supervisors.
Faculty Advisor	Serves as an additional support resource for students and communicates concerns to the Clinic Director when appropriate.	Provides an additional layer of student advocacy and program oversight.

Clinic and Externship Sequences

NOTE: A criminal background check and drug screening are required prior to starting your clinical rotations at Nevada Student University and/or the RiteCare clinics. The background check and drug screening will be completed via Complio. Placement at either clinic site is expressly the decision of the Clinical Director. Each student should expect to be placed at both the Nevada State Speech Language Clinic and the RiteCare Clinic for at least one rotation during one of their three semesters of the SPA 759 courses.

Prior to students participating in externships, Full-time and Part-time Cohorts will enroll in the Seminar in Clinical Procedures courses, which take place over three consecutive semesters. The courses consist of SPA 759A, SPA 759B, and SPA 759C provided by the Clinic Director and/or the Full Time Supervisors. . These courses provide information on clinical procedures and supervised training in clinical skills. Each course includes participation in clinic with the goal of obtaining 10-25 clinical hours per semester. Students will complete diagnostics and treatment sessions with individual clients and/or groups. Students may also obtain clinical hours by completing SimuCases, speech and hearing screenings and additional evaluations.

- SPA 759A Topics will include (but are not limited to) professional behavior, how to write in clinical settings, insurance and funding issues, inter-professionalism, multicultural issues, goal setting and lesson plans.
- SPA 759BA Topics will include (but are not limited to) professional behavior, how to write in clinical settings, insurance and funding issues, inter-professionalism, multicultural issues, goal setting and lesson plans.
- SPA 759C Topics will include (but are not limited to) professional behavior, how to write in clinical settings, insurance and funding issues, inter-professionalism, multicultural issues, goal setting and lesson plans.

Full-time Track Externships

NOTE: A criminal background check, drug screening, COVID vaccination, CPR/BLS certificate, immunization records, and/or a negative TB Test are required at some externship sites. The Clinic Director will communicate with you if you need to complete and upload any of these items prior to placing you at the externship site. Placement at any externship site is expressly the decision of the site, and is based on the recommendation of the Clinical Director. Note that the scale used for grade expectations below is preliminary and may be adjusted before the start of the program.

SPA790A Externship I- Beginning: 4 credits- Taken during the first 8 weeks of the fall semester of year two. This will be your first opportunity for an off-campus experience and will be based on your skill level and your supervisor's availability. The Clinical Director will work with you over the summer, to determine the placement(s) and obtain contracts for the fall term. Depending on

availability of the externship site/supervisor, students may also participate in clinic at the Nevada State Speech Language Clinic and/or the RiteCare Clinic to ensure the student will receive the sufficient number of hours for the semester. Students will gain experience of 65-120 hours at this level.

Satisfactory grade expectation is 3.00 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the score will be averaged.

SPA790B Externship II- Intermediate: 4 credits- Taken during the last 8 weeks of the fall semester of year two. Students should expect an increase in clinical demands. In most cases, students will continue at the same placement as SPA 790A. Students who will not continue at the same placement will be notified by the Clinic Director. Students will gain continued experience of 75-130 hours.

Satisfactory grade expectation is 3.25 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the score will be averaged.

SPA790C Externship III- Advanced: 8 credits- Taken during your final term of the spring semester of year two. Expectations are to work in either 2 part-time off campus settings, or one full-time off campus settings. Students will gain continued experience of 100-150 hours.

Satisfactory grade expectation is 3.25 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the score will be averaged.

Part-time Track Externships

Part-time students are working in the schools with the Nevada Endorsement license. The SPA760A, SPA 760B, SPA 760C, SPA 760D Advanced Practicum in Schools is offered to provide externship experience in the students' actual work setting. A contractual agreement must be created with the school district, CCSD or Charter school, to provide supervision. This includes completing the requirements of the schools, such as completing the application, fingerprinting, etc. The requirements must be finalized within 2 months of the start of the term. The Clinic Director will work with the school representative to place students with supervisors. Students are not to reach out to supervisors and set up their externships on their own. Note that the scale used for grade expectations below is preliminary and may be adjusted before the start of the program.

Required courses are the SPA 760A and 760B. Students have the option of continuing with SPA 760C or SPA 760D in sequence, which allows up to 4 terms of supervised externship experience in the schools total. This provides the student with supervised school-based opportunities that align

with his/her current job, while meeting specific expectations for clinical learning and experiences as outlined with the assigned supervisor. Students must have a plan approved by the NSU Clinic Director, the school supervisor, and employer.

SPA 760A Satisfactory grade expectation is 3.00 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the scale score will be averaged.

SPA 760B, SPA 760C, SPA 760D Satisfactory grade expectation 3.25 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the scale score will be averaged.

The part-time students must obtain externship opportunities to provide the range of ages and disorders that is required by ASHA. All part-time students must take SPA 790A Practicum Externship I, and SPA 790B Practicum Externship II:

SPA790A Externship I- Beginning: This 4-credit course is an 8-week placement that takes place during the summer semester of year two. This will be your first opportunity for an off-campus experience and will be based on your skill level and your supervisor's availability. The Clinical Director will work with you over the spring, to determine the placement(s) and obtain contracts for the fall term. Depending on availability of the externship site/supervisor, students may also participate in clinic at the Nevada State Speech Language Clinic and/or the RiteCare clinic to ensure the student will receive the sufficient number of hours for the semester. Students will gain experience of 75-130 hours at this level.

Satisfactory grade expectation is 3.00 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the score will be averaged.

SPA790B Externship II- Intermediate: This 4-credit course is an 8-week placement that takes place during the summer semester of year three. Students should expect an increase in clinical demands. The Clinic Director will work to place students at an externship placement different than SPA 790A to ensure students are given the opportunity to work with a variety of ages and disorders. Students will gain continued experience of 75-130 hours.

Satisfactory grade expectation is 3.25 on a 5-point scale based on final supervisory Calipso report. If the student has more than one supervisor, the score will be averaged.

In some situations, the student may be either needing additional clinical hours, or additional experience to meet ASHA KASA standards. In that case, the student may need an additional externship term- SPA 790D Practicum Externship IV. (note that SPA 790C is only for full-time students).

SPA790D Externship IV- Advanced for 4 credits will be offered during the Year Three Summer. Expectations are to work in either 2 part-time off campus settings, or one full-time off campus settings. Gain experience of 100-150 hours, with CALIPSO minimum scoring expectation of 3.25 on 5-point scale. Satisfactory grade expectation 3.25 on 5 points scale based on final supervisory report. If more than one supervisor, the scale score will be averaged.

Policy and Procedures for Clinical Sites Selection

Students begin their clinical education in the Nevada State University Speech-Language Clinic and RiteCare Clinic under the supervision of licensed speech-language pathologists. They then complete community-based externships in a variety of settings, where they apply evidence-based practice and develop the clinical knowledge, skills, and professionalism required for entry into the profession.

All externship placements and arrangements are made by the Clinic Director. Students are not to contact externship sites or supervisors to make arrangements for their externship placement, unless explicitly asked to by the Clinic Director. The Clinic Director places students at externship sites that have established affiliation agreements with Nevada State University and with supervisors who have met all required criteria set forth by ASHA and NSU.

Students are not allowed to be placed with family or friends for externships.

Our program is designed to support Nevada and local externship sites are the primary focus. All contracts have been previously established after legal review. Only in very special circumstances can a student request an out-of-state externship placement, the following must occur:

1. Email the Clinic Director at least 9-12 months prior to the externship start date to request an out-of-state placement. In the email student must include the reason for the request, the city/state of placement and for which terms.
2. Reach out to the externship sites/supervisors in the state you plan to live and ask them if they are willing to supervise a graduate student.
3. Once you find an externship site/supervisor who is willing to supervise you, email the Clinic Director the name and email address of the supervisor and the name, address and owner or person to contact from the externship site.
4. The Clinic Director will interview the supervisor and owner/manager of the clinic site.
5. If the Clinic Director determines the supervisor and site are suitable, the Clinic Director will initiate an affiliation agreement. The affiliation agreement is completed through the NSU legal department with the externship site. All documentation must be reviewed and signed by the NSU legal department before the student will be cleared to start their externship.
NOTE: Affiliation agreements can take 2+ months to be finalized.
6. Once the affiliation agreement is in place, the Clinic Director will contact the student to complete any pre-requirements that are required by the externship site (may include things such as a background check, drug screening, TB test, etc.).

7. The student must review and follow all state laws for the state that the externship will take place in.
8. Students who have any courses in remediation or who need to repeat a course, will not be eligible for out-of-state externships.

*It should be noted that out-of-state externships are not guaranteed and are approved on an individual basis. Tuition rate could be affected if your primary address moves to out-of-state.

Policy and Procedures for Monitoring the Clinical Education in External Facilities

Clinical Education Oversight Process

Stage	Policy & Procedure	Responsible Party
1. Site & Supervisor Approval	Students are placed only in approved external practicum sites. All supervisors must be approved by the Nevada State Speech-Language Pathology Program prior to supervising students. Supervisors must: • Hold a current SLP license in Nevada (or the state where services are provided) and active ASHA Certificate of Clinical Competence (CCC-SLP) • Have completed 2+ hours of continuing education on supervision • Have a minimum of 2 years of post-CF clinical experience • Submit documentation verifying these requirements.	Clinic Director
2. Student Orientation	The practicum site provides orientation to the facility, observation opportunities, introduction to policies and procedures, and a gradual transition into direct clinical responsibilities under supervision.	External Supervisor
3. Clinical Training	Students receive supervised clinical experiences that meet ASHA certification requirements and the objectives outlined in the affiliation agreement.	External Supervisor
4. Standards Compliance	Clinical experiences comply with the current ASHA Certification Standards and the ASHA Code of Ethics. Supervisors review Standard V-C requirements before supervising students.	External Supervisor & Clinic Director
5. Clinical Hour Verification	Student clinical hours, supervision, and client experiences are verified through CALIPSO and reviewed by Clinic Director throughout the semester.	Student & Clinic Director

Stage	Policy & Procedure	Responsible Party
6. Ongoing Monitoring	Student progress, supervision quality, and practicum experiences are monitored through student reports, supervisor communication, and review of CALIPSO documentation.	Clinic Director
7. Midterm Review	Midterm evaluations are completed by both students and supervisors. The Clinic Director reviews evaluations and follows up regarding student progress and site satisfaction.	Student, Supervisor, Clinic Director
8. Site Visit/Communication	The Clinic Director contacts each supervisor at least once before midterm and once after midterm by phone, email, virtual meeting, or in person. New practicum sites receive an in-person visit during the placement.	Clinic Director
9. Final Evaluation	Final evaluations are completed by supervisors and students. Clinical competencies, clock hours, and supervision requirements are verified prior to completion of the practicum.	Student, Supervisor, Clinic Director

The clinical opportunities and supervision provided by the site will meet the minimum standards mandated by the [2020](#) or [2027 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#), including adherence to the [ASHA Code of Ethics](#). (<https://www.asha.org/Code-of-Ethics/>). All supervisors are expected to review **Standard V-C** within the applicable ASHA Certification Standards and follow the requirements outlined below (see the full standards for complete information).

Removal from an Externship due to Site Issue

If removal from an externship is due to an issue with the site or supervisor, attempts will be made to provide an additional site location that term. The student would individually work with the clinic director to determine a new plan. (see [Academic Section for Unsatisfactory performance issue](#)).

Supplies

Evaluation Materials

Test materials and manuals must remain in this location, with removal ONLY as needed for client service. If removed, you must sign out using online check out system. Test materials must remain intact, and neatly returned to the appropriate location. Test materials must be returned immediately after use.

- Do not write on or destroy protocol sample forms. Keep these forms with the test kit. If one is missing, inform the Clinic Director or the Administrative Assistant.
- Original protocol forms may only be used with real clients, not for practice.
- Original protocol forms for use with clients will need to be signed out from the assessment closet.
- Do not put client names on the forms, as you may be working on the data outside of clinic. Use a code number instead.
- Do not copy any materials with copyright information.
- Once you have completed the test and written your report, place the protocol in the black cabinet in the assessment room for scanning.

Treatment Materials

- Treatment materials are for classroom learning, and for client use. We will have a sign-out system. Remember that you are sharing with your colleagues, so return the materials within the next business day.
- Do not copy any materials with copyright information.
- All manipulatives must be cleaned before returning, and/or between clients.
- Students are responsible for printing/laminating any materials needed for their clinic sessions.

Audiometers

- Audiometer and associated equipment may be removed as needed for client service. When removed, you must sign out with the online check out system. Return intact, and neatly returned to the appropriate location immediately after use. If any problems are noted with the equipment contact the clinic director.
- If there is anything missing, like power cords or headphones, please notify the clinic director immediately.

Medical Exam Gloves -non-powdered

- Select the size that fits you. Single use for single patient.
- If you have Latex allergy, request or use only Nitrile glove

Clinic Policies

Professional Expectations

Student clinicians are expected to demonstrate professionalism in all clinical settings, including on-campus, off-campus, and telepractice experiences. Professionalism includes appropriate dress, respectful communication, ethical conduct, punctuality, preparation, and protection of client privacy and confidentiality. Students are expected to represent themselves, Nevada State University, and the speech-language pathology profession with integrity.

Dress and Appearance

Student clinicians should present a clean, professional appearance that supports client comfort, safety, and confidence. Appropriate attire includes Nevada State approved scrubs or other clinic-approved professional clothing with closed-toe shoes appropriate for clinical activities. Clothing should allow comfortable movement during therapy sessions and should not be revealing, excessively casual, or display inappropriate graphics. Strong fragrances should be avoided due to client sensitivities. Students participating in community externships are expected to follow the dress code of their assigned facility.

Clinical Expectations

Student clinicians are expected to:

- Maintain client privacy and confidentiality at all times.
- Wear their university identification badge when required.
- Arrive prepared with therapy materials and technology ready before each session.
- Maintain a clean, organized, and professional therapy environment.
- Communicate professionally with clients, families, supervisors, and colleagues.
- Minimize distractions and remain fully engaged throughout clinical sessions.

Additional Expectations for Telepractice

When providing services through telepractice, student clinicians must also:

- Conduct sessions from a private location where conversations cannot be overheard.
- Use a secure, password-protected internet connection.
- Minimize background noise and visual distractions.
- Test technology and prepare therapy materials before each session.

Telehealth Service Policy

Telehealth Service Requirements

To ensure client confidentiality, compliance with HIPAA regulations, and the delivery of high-quality clinical services, all telehealth sessions completed by graduate student clinicians must adhere to the following requirements.

Approved Telehealth Locations

Graduate student clinicians may conduct telehealth sessions from a private location only if all of the following requirements are met:

- A secure, password-protected internet connection is available.
- A laptop or computer with a functioning webcam and microphone is available.
- The location provides adequate privacy and maintains client confidentiality in accordance with HIPAA requirements.
- The environment is quiet, professional, and free from distractions.

If these requirements cannot be met, telehealth sessions must be completed from one of the following approved clinic locations:

- Nevada State University Speech-Language Clinic
- RiteCare Speech-Language Clinic

Supervising clinicians may require student clinicians to complete telehealth sessions from an approved clinic location when deemed necessary for supervision, training, client care, or operational needs.

Telehealth sessions may not be conducted from public locations or over unsecured internet connections.

Technology Requirements

Student clinicians are responsible for ensuring access to:

- A laptop or computer with a functioning webcam, microphone, and speakers or headset.
- A secure, password-protected internet connection.
- The clinic-approved telehealth platform and all required clinical documentation systems.

Public Wi-Fi networks or unsecured internet connections may not be used for telehealth services.

University Laptop Checkout

Laptop computers are available for student checkout through the Nevada State University Information Technology (IT) Department. Students are encouraged to reserve and check out equipment in advance to ensure they have the necessary technology for scheduled telehealth sessions. Lack of available equipment or failure to secure appropriate technology does not excuse missed clinical responsibilities.

Documentation

Telehealth sessions follow the same documentation standards as in-person services. All SOAP notes, communication logs, attendance records, and required documentation must be completed according to clinic policies and deadlines.

General Clinic Expectations

Telehealth services are considered equivalent to in-person clinical experiences. All clinic policies regarding professionalism, attendance, confidentiality, supervision, documentation, punctuality, and client care remain in effect regardless of the service delivery format.

Policy Compliance

Failure to comply with this policy may result in cancellation of the telehealth session, loss of telehealth privileges, or additional corrective action as determined by the supervising clinician and Clinic Director.

Clinic Incident and Safety Reporting Policy

Incident Reporting

To maintain the safety of clients, caregivers, students, supervisors, and staff, all incidents occurring during clinic services must be documented (using Incident Reporting Form) and reported promptly and professionally.

An incident includes, but is not limited to:

- Falls or physical injuries
- Scratches, bites, or other physical contact resulting in injury
- Aggressive or violent behaviors
- Threatening behaviors toward self or others
- Property destruction
- Elopement or unsafe behaviors
- Any event requiring additional safety intervention

Required Procedures

If an incident occurs during a clinic session, the following steps are required:

1. **Document the incident in the ClinicNote Communication Log** on the same day as the incident.
2. **Document the incident in the session SOAP note** using objective, factual, and professional language.
3. **Notify the family member, caregiver, or responsible party** prior to leaving the clinic whenever possible, and obtain a signed clinic incident acknowledgment form.
4. **Notify the Clinic Director and supervising clinician** by email immediately following the session. The email should include:
 - Date and time of the incident
 - Individuals involved
 - Brief factual summary
 - Actions taken
 - Recommendations or concerns for future sessions

Ongoing Safety Concerns

If aggressive, violent, or unsafe incidents continue to occur, the clinic reserves the right to:

- Modify treatment approaches.
- Require caregiver participation during sessions.
- Reduce service frequency or duration.
- Transition services to a more appropriate setting.
- Temporarily suspend or discontinue services if safety concerns cannot be adequately managed.

These decisions will be made collaboratively by clinic administration and supervising clinicians with consideration for the safety of all individuals involved.

Reporting Expectations

All clinicians, graduate student clinicians, and supervisors are expected to:

- Prioritize safety at all times.
- Report incidents promptly and accurately.
- Maintain objective and professional documentation.
- Follow all clinic safety and supervision procedures.

Failure to follow incident reporting procedures may result in corrective action and/or review of clinical responsibilities.

Student clinicians are mandated reporters. If a situation arises that may require reporting, immediately notify your supervising clinician and/or the Clinic Director.

Environmental Infection Control & Basic Housekeeping Practices

Surface Disinfection

Surface disinfection is a two-step process. The general policy is first to clean to remove gross contamination, then disinfecting to kill the germs. Sanitizing wipes or a bleach- water mixture (3 parts water: 1-part bleach) may be used for both cleaning and disinfecting. This protocol will be used on:

- Table tops and chairs in therapy and evaluation rooms between each client.
- The reception counter in the morning and after closing.
- Headphones used with tape recorders, delayed auditory feedback machines, and portable audiometers will be disinfected between clients using a disinfectant towelette.
- Any equipment routinely handled or manipulated by clients will be disinfected after each client.
- Therapy materials (i.e., score sheets and picture cards) that are laminated or sealed will be disinfected after each client.
- Objects used by clients (game pieces, toys, computer keyboards, pens, pencils, or microphones) will be disinfected after each client.
- Toys or objects used by clients in the waiting room will be disinfected after each client. All waiting room toys will be disinfected each week on Friday before closing.
- Waiting room tables, chairs, and doorknobs will be disinfected in the morning and after closing.

Surface disinfection will incorporate these steps:

1. Always wear gloves while handling or disinfecting contaminated objects or surfaces.
2. Wipe away all gross contamination using a paper towel, or coarse brush if necessary.
3. Spray surface with bleach-water or wipe with sanitizing wipes.

Waiting Room or Motivational Toys

It is assumed that toys will be mouthed by children, potentially becoming infectious. These steps will be taken to address this issue:

1. Nonporous, easily cleaned toys will be provided. This will allow the use of a spray disinfectant or sanitizing wipes.
2. These toys will be disinfected after a child plays with them.
3. Latex/Nitrile exam gloves or household gloves will be worn when routinely cleaning toys. Gloves will be worn when handling toys known to have been exposed to bodily substances.
4. Hand washing, using a liquid medical grade antibacterial soap, will be completed after cleaning and disinfecting toys.

Controlling the Human Source of Infection

Hand Washing

1. Hands will be thoroughly cleaned before and after each client. When water is not available, a no-rinse antibacterial hand disinfectant will be used. When water is available, hospital grade medicated soap, containing emollients, will be used.
2. The hand washing procedure to be followed is: remove rings, start the water, and lather the soap, scrubbing palms, the backs of hands, between fingers, under fingernails, over the wrists, and onto the forearms. Rinse the soap off with running water, dry the hands using a paper towel, then turn off the water using the damp towel, not clean hands.
3. Hands will be washed after removing gloves, applying cosmetics or lip balm, smoking, using the toilet, and routine cleaning.
4. Hands will be washed before and after providing services to each client, eating, adjusting contact lenses, or handling waiting room toys.

Gloves

Gloves will be worn when any therapy or evaluation procedure may create exposure to bodily substances. Hearing screenings will begin with a thorough inspection of the ear and surrounding scalp and face. A determination of the need for gloves will be made. If the client has visible ear drainage, sores, or lesions, gloves will be worn before performing the screening. In addition, gloves will be worn when cleaning up spills of infectious material (e.g., blood, vomit, urine). Two pairs of gloves will be worn when treating clients known to be infected with HIV or hepatitis B. Gloves will be available in the sizes appropriate for each employee who requires them.

Housekeeping will be called immediately to clean up bodily fluid spilled on floors. The clinician and client will evacuate the contaminated room and complete the therapy session or evaluation in another area.

Use the following procedure to safely remove gloves, making sure that the hands do not contact

potentially infectious material on the surface of the glove. First, peel off one glove from wrist to fingertip and then grasp it in the gloved hand. Next, using the bared hand, peel off the second glove from the inside, tucking the first glove inside the second glove as it is removed. Wash hands thoroughly when completed.

Safety Procedures in Externship

In off-campus externships, do not accept any form of abuse (verbal or physical), sexual misconduct, or harassment from individuals in those environments. Leave the setting, and inform that supervisor that you have a safety concern and immediately contact your NSU clinic director, or NSU speech-language pathology program director. You may file a police report. Do NOT leave a patient or client unattended at any time.

In off-campus externships if any form of abuse (verbal or physical), sexual misconduct, or harassment occurs from a patient or client, remove yourself from the client, and inform your site supervisor immediately. Inform the NSU Clinic Director within 24 hours. You may have facility policies to follow at your site. Be aware that some of our clients may lack cognitive control of impulsive behaviors, judgment, and emotional responses. Some verbal and physical behaviors can occur post-seizure and are not intentional acts. Some head injured individuals and people with dementia can change demeanor and emotional reactions quickly. Your safety is important, so best to remove yourself from immediate danger and call for assistance. Do not rationalize or raise your voice with a combative client. Step back and use low tone. Always document objectively what occurred after the incident.

APPENDIX: COURSE DESCRIPTIONS

SPA 660 – Advanced Speech Sound Disorders

SPA 660 is designed to expand student's knowledge of phonological development, disorders, and treatments. The course provides opportunities to compare and contrast disorders of phonology with disorders of articulation. Assessment and treatment methods are covered in depth and students are provided with theoretical and clinical information to hone their skills in working with children exhibiting these language-based speech sound disorders. Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology.

SPA 667 – Language Assessment and Intervention

Assessment and intervention of communication and language disorders in children. Prerequisite: Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690A – Special Topics in Speech Pathology – Communication with Alaryngeal Speech, Oral Cancer, Trach/Vent

Specialized and advanced instruction in communication needs of people post- laryngectomy, with oral cancer and/or tracheostomy & ventilation for Speech-Language Pathology. Co-requisite or Prerequisite(s): SPA762 Voice. Prerequisite: must be an admitted, degree-seeking student in the MS in Speech Language Pathology, permission of Program Director for special considerations.

SPA 690B – Special Topics in Speech Pathology – Cleft Palate and Craniofacial Anomalies

Specialized and advanced instruction in communication and swallowing needs of people with cleft palate and craniofacial anomalies, with focus in children. Co: Requisite or Prerequisite(s): SPA 762 Voice, SPA 753 Motor Speech. Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690C – Special Topics in Speech Pathology – Aural Rehab and Issues in Hearing Impaired

Seminar in communication issues that occur in children and adults who are deaf, hard of

hearing. Rehabilitation or habilitation techniques of speech-language pathology.

Prerequisite(s): Course in audiology at undergrad level or post-bacc level, and must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690D – Special Topics in Speech Pathology – Multicultural Issues in Speech Pathology

Seminar in multicultural and linguistic issues in children and adults. Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690E – Special Topics in Speech Pathology – Bilingualism in Speech Pathology

Special Topics Seminar will address bilingualism in speech-language pathology.

Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 720 – Research Design

Evaluation of research in speech-language pathology, with an emphasis on reading, understanding, and evaluating existing research, as well as an overview of research design.

Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology, or permission of Program Director for special considerations.

SPA 751A – Aphasia

Acquired language disorders related to central nervous system deficits. Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special consideration

SPA 751B – Cognitive Communication Disorders

Diagnosis and treatment of cognitive-linguistic disorders related to central nervous system deficits. Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 752 – Fluency Disorders

Disorders of speech rhythm and fluency. Emphasis on etiology, diagnosis, and methods of

treatment in children and adults. Prerequisite(s): Must be an admitted, degree- seeking student in the MS in Speech Language Pathology or permission of Program Director for special considerations.

SPA 753 – Motor Speech Disorders

Causes, assessment, and treatment of motor speech disorders in children and adults. Prerequisite: Must be an admitted, degree-seeking student in the MS in Speech Language Pathology or permission of Program Director for special consideration.

SPA 759A – Seminar I in Clinical Procedures

A seminar addressing clinical skills and ethics, documentation, interprofessional interactions, while providing introductory on-campus practicum opportunities. Prerequisite: Must be an admitted, degree-seeking student in the MS in Speech Language Pathology.

SPA 759B – Seminar II in Clinical Procedures

A second seminar addressing clinical skills and ethics, documentation, interprofessional interactions, while providing intermediate on-campus practicum opportunities. Prerequisites: SPA 759A. Must be an admitted, degree-seeking student in the MS in Speech Language Pathology.

SPA 759C – Seminar III in Clinical Procedures

The third seminar addressing clinical skills and ethics, documentation, interprofessional interactions, while providing advanced on-campus practicum opportunities. Prerequisites: SPA 759B. Must be an admitted, degree-seeking student in the MS in Speech Language Pathology.

SPA 760A – Advanced Practicum I in Schools

Speech-language pathology clinical training opportunity in a school-based setting. Prerequisite(s): SPA 660, SPA 667, SPA 759A, SPA 759B, SPA 759C. Must be an admitted, degree-seeking student in the part-time track of the MS in Speech Language Pathology. S/U grading only.

SPA 760B – Advanced Practicum II in Schools

Speech-language pathology clinical training opportunity in a school-based setting. Prerequisite(s): SPA 660, SPA 667, SPA 760A. Must be an admitted, degree-seeking student

in the part-time track of the MS in Speech Language Pathology. S/U grading only.

SPA 760C – Advanced Practicum III in Schools

Speech-language pathology clinical training opportunity in a school-based setting.

Prerequisite(s): SPA 760B. Must be an admitted, degree-seeking student in the part-time track of the MS in Speech Language Pathology. S/U grading only.

SPA 760D – Advanced Practicum IV in Schools

Speech-language pathology clinical training opportunity in a school-based setting.

Prerequisite(s): SPA 760C. Must be an admitted, degree-seeking student in the part-time track of the MS in Speech Language Pathology. S/U grading only.

SPA 762 – Voice

Etiologies, diagnosis, and treatment of voice disorders. Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology, or permission of Program Director for special consideration.

SPA 777 – Swallowing and Swallowing Disorders

Speech-language pathology assessment and intervention strategies for persons with dysphagia (deglutition and swallowing impairments). Prerequisite(s): Must be an admitted, degree-seeking student in the MS in Speech Language Pathology. Pre- or Co-requisite SPA 753 Motor Speech

SPA 790A – Practicum Externship I Beginning

Beginning off-campus clinical experience in the assessment and treatment of children and adults with a variety of communicative disorders. Prerequisite(s): SPA 759A; SPA 759B; SPA 759C. Must be an admitted, degree-seeking student in the MS in Speech Language Pathology. S/U grading only.

SPA 790B – Practicum Externship II intermediate

Intermediate level off-campus clinical experience in the assessment and treatment of children and adults with a variety of communicative disorders. Prerequisite(s): SPA 759A; SPA 759B; SPA 759C, SPA 790A. Must be an admitted, degree-seeking student in the MS in Speech Language Pathology. S/U grading only.

SPA 790C – Practicum Externship III Advanced

Advanced clinical experience in the assessment and treatment of children and adults with a variety of communicative and/or swallowing disorders. Prerequisite(s): SPA 790A; SPA 790B. Must be an admitted, degree-seeking student in the full-time MS in Speech Language Pathology. S/U grading only.

SPA 790D – Practicum Externship IV Advanced

Advanced clinical experience in the assessment and treatment of children and adults with a variety of communicative and/or swallowing disorders. Prerequisite(s): SPA 790A; SPA 790B. Must be an admitted, degree-seeking student in the part-time track of the MS in Speech Language Pathology. S/U grading only.

SPA 797 – Thesis

Pre-requisites: Minimum of 14 completed credits in the speech pathology graduate program, minimum of 3.0 GPA, and permission of program director.

APPENDIX: ASHA Standards

ASHA Certification Standards

The American Speech-Language-Hearing Association (ASHA) establishes the national standards for earning the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), the nationally recognized credential for speech-language pathologists. These standards outline the academic coursework, supervised clinical education, clinical fellowship, and national examination requirements necessary for certification. Nevada State University's Master of Science in Speech-Language Pathology is designed to prepare students to meet ASHA's certification standards.

Transition to the 2027 ASHA Certification Standards

ASHA has adopted revised **2027 Certification Standards**, which become effective **August 1, 2027**, and replace the 2020 Certification Standards. The revised standards maintain the core requirements for certification while clarifying terminology, reorganizing standards, strengthening competency-based expectations, and updating knowledge and skills to reflect current clinical practice. Students will follow the certification standards in effect at the time they apply for ASHA certification. The program will continue to align its curriculum with current ASHA certification standards and will communicate any changes that affect students' pathway to certification.

ASHA Clinical Education Standards Comparison

2020 ASHA Standards (Standard V-C)	2027 ASHA Standards (Standard V-C)
Direct Client Contact "Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum."	Clinical Clock Hours "Only the actual time spent in sessions can be counted for clock hours, and the time spent cannot be rounded up to the nearest 15-minute interval."
Clinical Clock Hours "When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up."	Clinical Simulation "Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based

2020 ASHA Standards (Standard V-C)	2027 ASHA Standards (Standard V-C)
	interactive). Debriefing activities may not be included as clinical clock hours."
Clinical Simulation "Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours."	Co-Treatment "Up to two (2) graduate student clinicians can actively participate in a session together and count the entire session for clock hours."
Multiple Student Participation "Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services."	Nonclinical Care Management "At the discretion of the graduate program, the applicant may include up to 50 clock hours of nonclinical care management (e.g., note writing, report writing, test scoring with interpretation, chart reviews, interprofessional care conferences, programming augmentative and alternative communication [AAC] devices) without the individual receiving services or the care partner(s) present. These activities must be associated with the clinical services that the graduate student clinician provided."
—	Observation Hours "At the discretion of the graduate program, applicants may include up to 25 clock hours of observation of activities within the Scope of Practice in Speech-Language Pathology that are followed by a guided debrief with a clinical educator who meets the requirements specified in Standard V-E."

2027 ASHA Certification Standards

Standard III: Program of Study

The applicant must have completed a program of study that includes a minimum of 36 semester credit hours at the graduate level. The program of study must include academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes specified in Standards IV-A through IV-H and Standards V-A through V-C.

Standard IV: Knowledge Outcomes

The applicant must have demonstrated knowledge of various topic areas. These knowledge outcomes consist of Standards IV-A through IV-H, which are described in detail in the subsections below.

Standard IV-A

The applicant must have demonstrated knowledge of biology, chemistry or physics, social and/or behavioral sciences, and statistics and/or research methods.

Implementation: Applicants must complete academic coursework in (a) biology, (b) chemistry or physics, (c) social and/or behavioral sciences, and (d) statistics and/or research methods as follows:

- Biology coursework provides knowledge in areas related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics).
- Chemistry or physics coursework provides foundational knowledge in the areas below.
 - Chemistry: Substances and compounds that are composed of atoms and molecules, and their structure, properties, behavior, and the changes that occur during reactions with other compounds. This knowledge contributes to better acquisition and synthesis of the underlying processes of speech and hearing science.
 - Physics: Matter, energy, motion, and force. This knowledge contributes to a better appreciation of the role that physics plays in everyday experiences, society, and technology.
- Social and/or behavioral sciences coursework provides knowledge in the analysis and investigation of human and animal behavior through controlled and naturalistic observation and disciplined scientific experimentation.
- Statistics and/or research methods coursework focuses on learning from data and from measuring, controlling, and communicating uncertainty. This coursework provides the knowledge essential for controlling the course of scientific and societal advances.

At the discretion of the graduate program, one course can be used to fulfill two prerequisite content areas. However, prerequisite courses cannot be used toward satisfying the 36 minimum hours of graduate coursework. Program directors must evaluate course descriptions or syllabi to

determine if the content provides the foundational knowledge outlined in the CFCC's guidance for acceptable coursework.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes—including the appropriate acoustic, biologic, cultural, developmental, genetic, embryologic, linguistic, neurologic, and psychologic bases. The applicant must have demonstrated the ability to integrate information pertaining to typical and atypical human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences—including the appropriate etiologies, characteristics, anatomic, physiologic, acoustic, cultural, developmental, linguistic, and psychological considerations in the following areas:

- **speech sound production—including articulation, motor planning and execution, phonology, and accent services**
- **stuttering, cluttering, and fluency**
- **voice and resonance—including respiration, phonation, and upper airway**
- **receptive and expressive language and literacy—including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication**
- **hearing—including structure and function of the auditory systems and the impact on speech, language, and communication**
- **swallowing/feeding—including anatomic, physiologic, and neurologic processes of oral, pharyngeal, laryngeal, respiratory, esophageal, and gastrointestinal systems**
- **cognition and cognitive aspects of communication—including language organization, attention, memory, sequencing, problem solving, and executive function**
- **social aspects of communication**
- **augmentative and alternative communication modalities**

Implementation: It is expected that coursework addressing the professional knowledge specified by these standards (Standards IV-B and IV-C) will occur primarily at the graduate level.

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for individuals with communication and swallowing disorders—including consideration of a person's anatomy, physiology, neurology, psychology, development, language, and culture.

Standard IV-E

The applicant must have demonstrated knowledge of the principles and rules of the ASHA Code of Ethics (hereafter, "Code of Ethics").

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and must know how to integrate research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated (a) knowledge of the principles of basic and applied research and research design; (b) knowledge of how to access and critically review sources of research information; and (c) ability to relate research to clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues that impact speech-language pathology practice.

Implementation: “Contemporary professional issues” may include but are not limited to the following:

- trends in professional practice and interprofessional practice (IPP)
- service provision that aligns with the unique histories, values, and circumstances of individuals, families, and/or communities
- telepractice and telesupervision
- technology literacy
- academic program accreditation standards
- ASHA practice policies and guidelines
- social determinants of health

Standard IV-H

The applicant must have demonstrated knowledge of (a) entry-level and advanced certifications; (b) state licensure; (c) other relevant professional credentials; (d) billing and reimbursement; and (e) local, state, and federal regulations and policies relevant to professional practice including but not limited to the Individuals with Disabilities Education Act (IDEA), the Health Insurance Portability and Accountability Act (HIPAA), and the Family Educational Rights and Privacy Act (FERPA).

Standard V: Skills Outcomes

The applicant must have demonstrated skills in various topic areas and must have completed a program of study, all of which are described in the subsections below.

Standard V-A

The applicant must have demonstrated skills in oral, written, and nonverbal communication for entry into professional practice.

Implementation: The applicant must have demonstrated communication skills that are sufficient for effective clinical and professional interactions. The applicant must have demonstrated the ability to write, comprehend, and use technology for technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Standard V-B

The applicant must have completed a program of study that included practical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. **Conduct screening procedures and prevention activities.**
- b. **Collect case history information—including social determinants of health—and integrate that information during the assessment process through collaboration with the individual receiving services, family members, care partners, and relevant professionals.**
- c. **Select and implement appropriate evaluation procedures—such as behavioral observations, non-standardized and standardized assessments, and instrumental procedures.**
- d. **Modify procedures during an evaluation to reflect the needs of the individual.**
- e. **Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations.**
- f. **Complete documentation, report writing, and administrative tasks—including the use of electronic medical records.**
- g. **Communicate results and recommendations of the assessment with the individual receiving services, family members, care partners, and relevant professionals.**
- h. **Make referrals, as appropriate.**

2. Intervention

- a. **Develop setting-appropriate individualized treatment plans with measurable and achievable long-term goals and short-term objectives that target functional outcomes to meet the individual's needs.**
- b. **Determine appropriate frequency, intensity, and duration of intervention to achieve functional outcomes.**
- c. **Implement setting-appropriate treatment plans and procedures.**
- d. **Use appropriate materials and instrumentation for prevention and intervention.**
- e. **Measure and evaluate individual's performance and progress, including functional outcomes.**
- f. **Dynamically modify treatment plans, strategies, materials, instrumentation, and/or the environment, as appropriate, to meet the individual's needs.**
- g. **Complete documentation, report writing, and administrative tasks—including the use of electronic medical records.**
- h. **Communicate all relevant information to support intervention.**
- i. **Make referrals, as appropriate.**

3. Interaction and Personal Qualities

- a. **Communicate effectively by recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of individuals, family members, care partners, and relevant others.**

- b. **Collaborate in the care management of individuals to ensure an interprofessional, team-based practice.**
- c. **Provide counseling regarding communication and swallowing disorders and differences to individuals, family members, care partners, and relevant others.**
- d. **Adhere to the Code of Ethics, and maintain high standards of professionalism.**

Implementation: The applicant must demonstrate these skills across the nine (9) major areas listed in Standard IV-C; the applicant can achieve this through the following methods:

- direct clinical contact with individuals receiving services
- labs
- clinical simulations
- practical examinations
- completion of independent projects

The applicant must have obtained a variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills within the *Scope of Practice in Speech-Language Pathology*.

These supervised clinical experiences allow student clinicians to

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice.

The use of clinical simulation (CS) can include standardized patients and/or simulation technologies—such as virtual patients, digitized mannequins, immersive reality, task trainers, and computer-based interactive experiences. To be considered CS, the activity must include all of the following elements:

- clearly stated student learning outcomes
- a pre-brief, an introduction, or an orientation, which sets expectations for learning and outlines preparatory activities
- a valuable, reliable simulation that replaces real-world experience, including hands-on interaction with materials and immersion into the learning process
- a debrief with the clinical educator, reflecting upon the clinical experience
- an assessment that verifies the student has met stated learning outcomes

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the *Scope of Practice in Speech-Language Pathology* in order to count toward the student's ASHA certification requirements.

Standard V-C: The applicant must complete a minimum of 400 clock hours of supervised clinical practicum in the practice of speech-language pathology that meets the requirements outlined in the implementation language.

Implementation: During the supervised clinical practicum experience, for purposes of ASHA certification, the applicant must adhere to the following requirements:

- All activities that an applicant completes during the graduate clinical practicum experience must be
 - within the *Scope of Practice in Speech-Language Pathology* and
 - supervised by a clinician who meets the requirements specified in Standard V-E.
- An applicant should be assigned practicums only after they have acquired a knowledge base specific to the practice setting and population of that experience.
- Only the actual time spent in sessions can be counted for clock hours, and the time spent cannot be rounded up to the nearest 15-minute interval.
- Up to two graduate student clinicians can actively participate in a session together and count the entire session for clock hours.
- The applicant must maintain documentation of time spent in supervised clinical practicum clock hours, and the graduate program must verify this documentation in accordance with Standards III and IV.

How To Earn 400 Supervised Clinical Practicum Clock Hours

Required: Minimum of 250 Hours of Graduate Level, On-Site, In-Person, Direct Contact

The graduate student, individual receiving services, and graduate clinical educator must be in the same location during the clinical session. Students can also earn up to 150 of the 400 minimum required clock hours through the following optional activities (see also Table 1.A for a summary):

Optional: Non-Clinical Care Management (maximum of 50 clock hours)

At the discretion of the graduate program, the applicant may include up to 50 clock hours of non-clinical care management (e.g., note writing, report writing, test scoring with interpretation, chart reviews, interprofessional care conferences, programming augmentative and alternative communication [AAC] devices) without the individual receiving services or the care partner(s) present. These activities must be associated with the clinical services that the graduate student clinician provided.

Optional: Guided Clinical Observations (maximum of 25 clock hours)

At the discretion of the graduate program, applicants may include up to 25 clock hours of observation of activities within the *Scope of Practice in Speech-Language Pathology* that are followed by a guided debrief with a clinical educator who meets the requirements specified in Standard V-E.

These observation hours can occur at the undergraduate or graduate level. Debrief activities that occur simultaneously during the student's observation can count toward the total observation time. Debrief activities that occur after the observation cannot count toward the total observation time. The guided debrief can occur through discussion and/or through review and approval of the student's written reports or summaries. Students can use video recordings of

clinical services for observation purposes, and the guided debrief must occur between the clinical educator and the student observer.

Optional: Undergraduate Supervised Clinical Practicum (maximum of 50 clock hours)

At the discretion of the graduate program, the applicant may count clock hours obtained at the undergraduate level through on-site, in-person, direct contact. This can include supervised clinical practicum hours earned while enrolled in an undergraduate communication sciences and disorders (CSD) program or in a speech-language pathology assistant (SLPA) program.

Optional: Clinical Simulation (maximum of 75 clock hours)

At the discretion of the graduate program, the applicant may obtain clock hours through CS. The only hours that an applicant can count are those in which they actively engage with CS. Debriefing activities cannot be included as clock hours. (See Standard V-B.)

Table 1.A: Optional Supervised Clinical Practicum Activities

A minimum of 250 clock hours must occur through graduate level, on-site, and in-person direct care. Table 1-A provides a summary of the optional practicum activities that an applicant may use to fulfill the remaining 150 clock hours.

Optional Supervised Clinical Practicum Activities	Maximum Clock Hours Allowed
Non–Clinical Care Management ^a	50
Guided Clinical Observations	25
Undergraduate Hours (CSD and/or SLPA program combined)	50
Clinical Simulation (CS)	75
Telepractice	125

^a Non–clinical care management = tasks performed by the graduate student clinician without the individual receiving services or care partner(s) present (i.e., note writing, report writing, test scoring with interpretation, chart reviews, interprofessional care conferences, programming of AAC devices). Note: AAC = augmentative and alternative communication; CSD = communication sciences and disorders; SLPA = speech-language pathology assistant.

Standard V-D

The applicant must complete at least 325 of the required 400 clock hours of supervised clinical practicum while they are enrolled in graduate study in a CAA-accredited speech-language pathology program.

Standard V-E

Supervision of students must be provided by a clinical educator who meets all of the following requirements prior to and throughout the time as a clinical educator:

- holds ASHA certification in the appropriate profession

- has a minimum of 9 months of full-time clinical* experience (or its part-time equivalent) since earning ASHA certification
- has completed a minimum of 2 hours of professional development in clinical instruction, supervision, and/or mentorship after being awarded ASHA certification and prior to supervising a student

*An SLP's experience is considered "clinical" if they are the recognized provider of direct care and care management for the individual receiving services. An SLP whose experience includes classroom teaching, research/lab work, CS debriefing, or teaching only clinical methods cannot count these experiences as clinical unless they are the recognized provider of direct care and care management for the individual receiving services.

The amount of direct supervision provided during each practicum placement must be

- at least 25% of the student clinician's total contact with each individual receiving services;
- commensurate with the student clinician's knowledge, skills, and experience;
- provided throughout the practicum experience; and
- sufficient to ensure the welfare of the individual who is receiving services.

Implementation: Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. Direct supervision must be in real time.

A clinical educator must be available and on site to consult with a student providing on-site, in-person clinical services. A clinical educator must be available either virtually or in-person with a graduate student providing telepractice. Asynchronous supervision for CS must include debriefing activities that are commensurate with a minimum of 25% of the clock hours for each case.

Standard V-F

Supervised clinical practicum must include assessment and intervention experiences with individuals across the life span and from various cultural/linguistic backgrounds. Practicum must include experience with individuals who have various types and severities of communication and/or related disorders, differences, and disabilities named in Standard IV-C.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis® Examination in Speech-Language Pathology must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that the applicant earns a passing exam no earlier than 5 years prior to submission of the application and no later than 2 years following receipt of the application. If the applicant does not successfully pass the exam and report the results within the 2-year application period, then the applicant's certification file will be closed. If the applicant passes the exam or reports the results at a later date, then the applicant must reapply for certification under the standards that are in effect at that time.

2020 ASHA standards for certification

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/#2>

“Standard III: Program of Study

The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- ▣ Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- ▣ Fluency and fluency disorders
- ▣ Voice and resonance, including respiration and phonation
- ▣ Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- ▣ Hearing, including the impact on speech and language
- ▣ Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- ▣ Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning

- ▣ Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- ▣ Augmentative and alternative communication modalities

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures, including prevention activities.

- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet the needs of individuals receiving services.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA *Code of Ethics*, and behave professionally.

Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech- language pathology by the CAA.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the externship. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Standard V-F

Supervised externship must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Externship must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

APPENDIX: Policies and Procedures for Written and Spoken English Proficiency

Written English Proficiency: (UPDATED 2/22/2023)

All applicants to the graduate program are asked to submit a written sample with the graduate application. Two graduate speech-language pathology faculty will independently evaluate the written sample of those applicants selected for possible admission. The evaluation will include completion of a pre-approved rubric previously approved by the graduate admissions committee. Faculty raters will have been trained on the use of the rubric. The rubric for the written sample includes grammar and mechanics, content and clarity (vocabulary), and writing style.

If the judgement of the faculty is that the sample is not at an English Proficiency level expected of a 1st year graduate student, 3 outcomes are possible:

- 1) The writing sample shows evidence of occasional spelling, syntactic and vocabulary errors that minimally distract or are unclear to the reader.

Outcome- The student may still be considered for the graduate program. If admitted, the student will be required to attend regular meetings at the writing center at the onset of the program, with documented attendance. Writing center support should be used with course assignments as well. The program director will re-evaluate proficiency at the end of the first term by a) collecting opinions of the faculty who gave writing assignments, and b) screening at least two written essays or assignments. If the opinion of the program director and student is that a more structured training may be necessary, the student may request a leave of absence (see program handbook description of leave of absence).

- 2) The writing sample shows moderate evidence of spelling, syntactic and vocabulary errors that result in frequent lack of clarity to the reader. The writing sample indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with writing disorders.

Outcome- the student is required to take a year of English writing training in a program of his/her choice. The student is responsible for the training inclusive of the cost (if any). Options can be obtained locally, such as <https://www.sdiae.edu/intensive-english-program/>. The student should contact the Program Director by Nov 1 of the following graduate application cycle, if they wish to re-apply the following year. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program.

- 3) The writing sample shows significant evidence of spelling, syntactic and vocabulary errors that result in a high degree of lack of clarity to the reader. The writing skill indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with writing disorders. Ability to improve may take more than a year to gain competency.

Outcome- the student would not be admitted. Options for English writing training can be obtained locally, such as <https://www.sdiae.edu/intensive-english-program/>

The student should contact the Program Director to screen for English writing proficiency prior to re-applying to the program. The student should contact the Program Director by Nov 1 of the graduate application cycle for in the year of intended re-application. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program.

Documentation of the sample, the ratings, and the subsequent outcome will be kept in the student's electronic file.

Spoken English Proficiency

All graduate applicants that are in the selected for admission category are asked to submit a video responding one of 3 possible open ended questions. Responses will be limited to no more than 3 minutes. Two graduate faculty will independently rate the candidate's spoken English Proficiency. We will not be able to keep these anonymous, but will maintain integrity to use objective rating. All faculty raters will also sign that they have reviewed ASHA position statement on "Students and Professionals Who Speak English with Accents and Nonstandard dialects". A previously created rubric, similar to the written sample rubric, will be used. The rubric for the spoken sample includes speech clarity and prosody, grammar, content and clarity (vocabulary).

If the judgement of the faculty is that the sample is not representative of spoken English Proficiency at a level expected of a 1st year graduate student, then 3 outcomes are possible:

- 1) The spoken sample shows evidence of speech that is largely intelligible, with mild speech and prosodic variances from native English speaker, and occasional syntactic and vocabulary errors that only minimally distract or are unclear to the listener.

Outcome- The student may still be considered for the graduate program. If admitted, the student is required to attend spoken English training in a program of his/her choice. The Nevada State Speech Pathology clinic may be a resource. If an outside program is selected, the student is responsible for the training inclusive of the cost (if any). Options can be provided locally, such as <https://www.sdiae.edu/intensive-english-program/>

The program director will re-evaluate proficiency at the end of the first term by a) collecting opinions of the faculty, and b) screening via interview. If the opinion of the program director and student is that a more structured training may be necessary, the student may request a leave of absence (see program handbook description of leave of absence).

- 2) The spoken sample shows moderate evidence of pronunciation, syntactic and vocabulary errors that result in frequent lack of clarity to the listener. The spoken performance indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with speech and language disorders in English.

Outcome- The student would not be admitted. The student is required to take a year of spoken English training in a program of his/her/their choice. The student is responsible for the training inclusive of the cost (if any). Options can be provided locally, such as

<https://www.sdiae.edu/intensive-english-program/>

The student should contact the Program Director by Nov 1 of the following graduate application cycle, if he/she/they wish to re-apply the following year. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program. The candidate must demonstrate evidence of completed training.

- 3) The spoken sample shows significant evidence of pronunciation, syntactic and vocabulary errors that result in frequent lack of clarity to the listener. The spoken performance indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with speech and language disorders in English. Ability to improve may take more than a year to gain competency.

Outcome- The student would not be admitted and is required to complete spoken English training in a program of his/her/their choice. The student is responsible for the training inclusive of the cost (if any). Options for spoken English writing training can be obtained locally, such as

<https://www.sdiae.edu/intensive-english-program/>

The student should contact the Program Director to screen for English writing proficiency prior to re-applying to the program. The student should contact the Program Director by Nov 1 of the graduate application cycle for in the year of intended re-application. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program. The candidate must demonstrate evidence of completed training.

Documentation of the sample, the ratings, and the subsequent outcome will be kept in the student's electronic file. If the student was not admitted, electronic files will be kept for up to 2 years.

Policy for Determining Proficiency in the language used with clients, other than English

If a student self-identifies fluency in another language, and wishes to provide therapy services in that language, the following procedure will be implemented.

That student will be asked to submit a written and spoken sample in that language, similar to the entrance samples.

At least 2 individuals who claim fluency in that language (i.e. other faculty, or students), will be

asked to rate the written and spoken samples provided. Attempts to keep the students' material confidential will be made. A similar rating scale will be used to evaluate the written and spoken samples. Only those judged at proficiency level will be able to perform services.

APPENDIX: Core Functions

To acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral- social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience.

Additional program note: If a concern occurs within class or clinic relating to one or more of the following Core Functions, you may receive a request for a meeting and a copy of the Core Functions with the concern highlighted. This form will be placed in your student file. In addition, an Action Plan may be initiated to help guide you to improving the skills.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

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

ASHA's position statement on "Students and Professionals Who Speak English with Accents and Nonstandard Dialects"

<https://www.asha.org/policy/ps1998-00117/>

Motor

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

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

Intellectual/Cognitive

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

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Sensory / Observational

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

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings

- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Interpersonal

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

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

Cultural Responsiveness

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

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

Glossary

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

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

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

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