

STUDENT HANDBOOK

**Department of
Communication Sciences
and Disorders**

University of North Dakota

2016-17

NOTE

This handbook is provided to supplement the UND Undergraduate and Graduate Academic Catalog with information specific to majors in Communication Sciences and Disorders. Students are responsible for knowing the content of the Catalog and for following the guidelines and rules presented in this Handbook.

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General Information

The University of North Dakota

Introduction

The University of North Dakota was established by an Act of the Council of Dakota Territory signed into law on February 27, 1883. It is a state supported co-educational institution, whose main campus is located in Grand Forks, North Dakota. The University operates an extension center in Williston and extended-degree programs throughout the state.

Study is offered through academic units of the University consisting of the College of Arts and Sciences, College of Business and Public Administration, School of Engineering and Mines, College of Fine Arts, College of Nursing, Graduate School, School of Law, School of Medicine, Center for Teaching and Learning, Center for Aerospace Studies, and the Division of Continuing Education.

The Academic Calendar is organized into two semesters of approximately sixteen weeks in length and a summer session of twelve weeks.

The University of North Dakota is a modern, diversified institution serving more than 13,000 students on the Grand Forks campus. It is the state's oldest and largest institution of higher learning. Fully accredited, the University offers more than 130 fields of study. These include undergraduate programs in the liberal and fine arts, business, education, engineering, nursing, human resources, and the natural, physical, social and health sciences. It also offers graduate programs in more than 100 fields and graduate professional programs in law and medicine, research in many fields, and it features many programs and facilities unmatched in This University is a special community. Its students come not only from the Dakotas and Minnesota, but also from every other state and many other nations. It is a leader in the region. Its beautiful, 470-acre, wooded campus has more than 100 buildings. The University is located in Greater Grand Forks, an area of more than 70,000. It is the cultural and commercial center of the upper Red River Valley, one of the world's richest agricultural areas.

Equal Opportunity/Affirmative Action

Notice of Nondiscrimination

The University of North Dakota is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, creed, marital status, veteran's status, political belief or affiliation or any other status protected by law. Equal opportunity and access to facilities shall be available to all. This policy is applicable in employment, admissions and University-sponsored or approved programs and activities.

Pursuant to Title IX of the Education Amendments of 1972, UND does not discriminate on the basis of sex in its educational programs and activities, employment and admission. UND will promptly and equitably investigate reports of discrimination or harassment and take disciplinary action as appropriate. Information regarding sexual violence and Title IX can be found at <http://und.edu/affirmative-action/title-ix/>.

Retaliation in any form against a person who reports discrimination or participates in the investigation of discrimination is strictly prohibited and will be grounds for separate disciplinary action.

Concerns regarding UND's equal opportunity and nondiscrimination policies, including Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX/ADA Coordinator, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, telephone 701.777.4171, email und.affirmativeactionoffice@UND.edu or donna.smith@UND.edu or visit the website at <http://und.edu/affirmative-action/>. A complaint or concern regarding discrimination or harassment may also be sent to the Office for Civil Rights, U.S. Department of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

401 Twamley Hall, 701. 777.4171 Email: und.affirmativeactionoffice@UND.edu

<http://UND.edu/affirmative-action/>

Disability Access Statement

Contact your instructor to request disability accommodations, discuss medical information, or plan for an emergency evacuation. To get confidential guidance and support for disability accommodation requests, students are expected to register with Disability Services for Students office at <http://und.edu/disability-services/>

190 McCannel Hall, or 701.777.3425 Email: und.dss@UND.edu

Undergraduate Admissions

A beginning freshman applicant who is a graduate of a state-approved North Dakota high school, or a North Dakota resident who is a graduate of a state approved out-of-state high school, may be admitted to any state institution of higher education. Students applying for admission to UND are required by the North Dakota State Board of Higher Education and the University Senate to take one of the standardized college entrance exams. The American College Test (ACT) is preferred, though the SAT is also accepted. Standardized test scores at UND are used for scholarships and advisement, as well as admissions criterion. Students over the age of 25 years are not required to have test scores.

It is recommended that students take the ACT late in their junior year or early in their senior year. It is strongly recommended that an applicant who ranks in the lower fourth of his or her graduating class, and who scores 19 or below in the ACT taken October 1989 and thereafter, or 16 if taken prior to October 1989, come to the campus for additional testing and counseling before admission.

In an action by the North Dakota State Board of Higher Education, all students who graduate from high school, whether in North Dakota or in any other state, in 1993 or later and are under the age of 23, are required to complete a core curriculum before entering any four-year North Dakota University System Institution.

Below is the list of courses at the secondary level, which are required for admission:

- Four units of English, including the development of written and oral skills;
- Three units of mathematics, including Algebra I and above;
- Three units of laboratory science, including at least one unit each in two or more of the following courses: biology, chemistry, physics, or physical science;
- Three units of social studies, excluding consumer education, cooperative marketing, orientation to social science and marriage and family.

Each university is entitled to admit some students who have not completed the required courses. A University committee will consider exemptions to the policy because of special circumstances.

Students who have not had the required courses are also encouraged to enroll in any of North Dakota's two-year colleges, which include Bismarck State College, North Dakota State College of Science, NDSU-Bottineau, UND-Lake Region, and UND-Williston. Upon successful completion of 24 transferable semester credits at these campuses, students are eligible for transfer to a four-year campus. These transfer students are exempt from the high school course requirements.

A student who has not graduated from high school and is at least 19 years of age may be admitted to the University by completing the test of General Educational Development (GED) with a minimum score of 40 or above on each exam and an overall average of 50 on the entire test.

The University is approved under Federal law to admit non-immigrant alien students. Students whose education has been outside the United States should make early contact with the Admissions Office to acquire the international student application form. A satisfactory score on the TOEFL (Test of English as a Foreign Language) is required for all students whose native language is not English.

The International Student Office provides assistance and counseling to students from countries other than the United States (see the current UND Undergraduate and Graduate Catalog). International students should write to the International Student Adviser as well as to the Office of Admissions.

Canadian students are required to have completed Grade XII and meet non-resident and high school core curriculum admission requirements, including the official ACT (preferred) or SAT results to be eligible to enter the University as freshmen.

Students who are currently attending high school may be allowed to enroll in University courses with the special permission of the Director of Admission, the Dean of the University College, and the student's high school principal and counselor. Students may receive credit for courses taken at an accredited university/college while in high school if those courses are acceptable for credit at the University of North Dakota. The Dean of the College must approve courses that

would apply toward College requirements. Courses to be applied to meet major requirements must be approved by the Departmental Chair (see the current UND Undergraduate and Graduate Catalog).

The Office of Admissions serves as the central contact point for enrollment information about the University. It provides information to prospective student through printed materials, visitations at schools and college fairs, tours of the UND campus, and personal contact over the telephone or on a face-to-face basis. The necessary, consolidated application form for admission, financial aid, and housing may be obtained from the Office of Admissions. The mailing address is Office of Admissions, Gorecki Center, 3501 University Avenue - Stop 8357, University of North Dakota, Grand Forks, ND 58202. The office telephone number is (701) 777-3000. You may call toll free from within North Dakota, 1-800-225-5863. As a general rule, the sooner one makes application the better, especially if the prospective student wishes to receive highest priority for financial aid and/or housing.

For specific provisions governing undergraduate admission regulations, policies and procedures, please consult the current UND Undergraduate and Graduate Catalog of the University of North Dakota, available from Enrollment Services, and/or contact the Department of Communication Sciences and Disorders by phoning (701) 777-3232 for assignment to an academic advisor.

New Students with a Bachelor's degree in Some Major Other than Communication Sciences and Disorders

A number of students enter this program after having completed a BA or BS in some other field. Typically, these students will take one year of post-baccalaureate study to complete the majority of the undergraduate courses in Communication Sciences and Disorders and required undergraduate courses from other departments.

These post-baccalaureate students are admitted to UND as undergraduates (as if they were seeking a second Bachelor's degree). Some do, but most do not intend to complete all of the requirements for a second Bachelor's degree.

Late in the first semester of this post-baccalaureate year, students complete materials for application to the graduate program. This includes taking the GRE (Graduate Record Exam), completing an application form, submitting letters of reference, writing a statement of purpose, and having transcripts sent to the graduate admissions office. These application materials are to be completed and due in the Graduate School by February 1. These applications are then considered in the department for graduate admission at the end of that first academic year. Students who are not admitted to UND's graduate program typically find this post-baccalaureate year is considered appropriate background for admission to graduate studies in other communication disorders programs.

Graduate Admissions

In order to pursue graduate study of Communication Sciences and Disorders at the University of North Dakota, it is necessary to be enrolled in the Graduate School of the University.

Enrollment in the Graduate School involves two separate steps for every student. The first step is an application for enrollment. Those students who seek a graduate degree must formally apply for admission as a **DEGREE STUDENT**. Applications for summer or fall enrollment must be completed by February 1. Applications for mid-year admission are not typically considered. Those who do not seek a degree, but who wish to enroll and register only for the purpose of taking selected courses, must complete a one-page application to register as a **NON-DEGREE, TRANSIENT, or POST-BACCALAUREATE STUDENT**. The second step for all students is the actual registration for courses at the prescribed pre-registration or registration times.

The following criteria are used in making admission decisions: the scores on the Graduate Record Examination General Test; all grade point averages from previous undergraduate, post-baccalaureate, and graduate studies; the extent and quality of previous clinical, research, and service activities; and the quality of speaking, writing, and interpersonal skills. Therefore, as part of the application materials, applicants should supply written documentation of their qualifications relative to these criteria.

Only those students who hold at least a Bachelor's degree are permitted to register for classes through the Graduate School. Only those who have submitted a formal application and have received a letter from the Dean granting admission to the Graduate School (i.e., Degree students) may work for an advanced degree. Graduate-level courses (i.e., numbered 500-599 and 996-999) are open only to graduate students and UND seniors unless special permission is obtained from the department offering the course and the Dean of the Graduate School.

Students who have received or are about to receive a graduate degree from this University but who wish then to undertake additional work leading to a higher degree must formally re-apply to the Graduate School for re-admission before undertaking the additional work. After evaluation of the student's academic record by both the department concerned and the Dean, those who are admitted will receive a letter of admission as a Degree Student to work for the higher degree. Alternatively, the student may be permitted to register for additional course work as a Non-Degree or Post-Baccalaureate Student.

For detailed information relative to the admission of post-baccalaureate students with or without an undergraduate degree in communication disorders, contact the Graduate School Coordinator for the Department of Communication Sciences and Disorders listed below:

Graduate Coordinator,
Department of Communication Sciences and Disorders
University of North Dakota
Montgomery Hall, Room 101
290 Centennial Drive Stop 8040, Grand Forks, ND 58202-8040
Phone: (701) 777-3232
E-mail: csd@und.edu
Website: <http://arts-sciences.und.edu/communication-sciences-disorders/>

For specific provisions governing graduate admission, enrollment, regulations, policies, and procedures, please consult the current Graduate School Bulletin of the University available from the UND Graduate School.

The graduate application process is completely online. Application forms for admission to the University of North Dakota Graduate School, however may be obtained by writing or telephoning:

Graduate Admissions
The School of Graduate Studies
University of North Dakota
Montgomery Hall, Room 325
290 Centennial Drive Stop 8178, Grand Forks, ND 58202-8178
Phone: (701) 777-2784
Website: <http://graduateschool.und.edu/graduate-students/new/index.cfm>

Post-baccalaureate students without an undergraduate degree in Communication Sciences and Disorders will not be considered departmentally for admission to the graduate program nor for admission to the Graduate School until a minimum of twenty (20) semester hours of coursework in Communication Sciences and Disorders has been satisfactorily completed. Such post-baccalaureate students should seek admission to the University as undergraduate students in accordance with procedures described above for undergraduate students.

Undergraduate Financial Aid

Financial aid is made available to students, who, without such help would be unable to attend the University. About 70 percent of the student body makes use during the year of the services of the Office of Student Financial Aids. Aid falls into one of four categories: Grants, loans, employment, or scholarships. Grants are outright gifts of money; they do not have to be repaid. Loans are borrowed money, which must be repaid with interest. Employment allows the student to work and earn the money he or she needs. Scholarships are gifts (usually cash) awarded on the basis of academic performance and potential. Need for assistance also is often considered in selecting scholarship recipients. Most financial aid recipients may expect to receive more than one type of aid. The Student Financial Aids Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded based upon an evaluation of the applicants' eligibility for a particular type of aid and upon the availability of funds under the various aid programs. Applicants seeking assistance need submit only one financial aids application at UND since aids from most programs can be applied for with one application. Details are found in the UND Student Financial Aids brochure, which is available upon request from the UND Office of Financial Aids, University of North Dakota, Grand Forks, ND 58202. The University adheres to a policy on non-discrimination in awarding financial assistance.

In order to receive full consideration, applications for financial aid should be made before January 15.

Graduate Financial Aid

Many different kinds of financial assistance are available to qualified graduate students. This includes scholarships and fellowships (financial awards available on a comprehensive basis and which require no rendering of services), teaching assistantships and service assistantships (financial awards which require the performance of some service), research assistantships (financial awards provided for work on a research project), internships (financial awards available for practical training), and loans. In all of these instances, a strong academic record is

prerequisite to award. Considerable part-time employment also is available both on and off the campus.

Application for graduate financial assistance and awards are accepted throughout the year and are considered for the appointments and awards that are available at the time the applications are received. However, students are reminded that the greatest number of selections for appointments and awards are made about March 15. In their application, students may indicate an interest in more than one appointment or award but should show the order of preference for those indicated. New students may make application for awards on the admission application form. Returning students should complete an "Application for Award" form, which is available from the Graduate School.

The following policies are applicable to the award and hold of graduate financial assistance:

1. Only Degree Students who have been admitted to the UND Graduate School may hold such awards or appointments.
2. A student may be removed from an appointment or award at any time due to unsatisfactory academic performance or standing.
3. Students in good standing are eligible for reappointment.
4. Students must be carrying a full academic load in a degree program in the Graduate School for each semester or summer session that they hold an appointment or award. A full load must be maintained throughout the semester.
5. Students who withdraw from or are dismissed from the Graduate School immediately become ineligible for and may not continue to hold an appointment or award.
6. Students admitted to the Graduate School are notified that they have been granted an appointment or award before they actually have received a Bachelor's degree may neither register in the Graduate School nor hold an appointment or award unless, by the opening of the session and the beginning date of the appointment or award, they hold a Bachelor's degree and have fulfilled all requirements for admission to the Graduate School.
7. Students must hold a GPA record which would qualify them for approved status.

In accordance with the provisions of federal status, it is the policy of the University of North Dakota that no person in the United States shall be discriminated against because of race, creed, handicap, color, sex, age, or national origin in the selection for an award or appointment provided only that the applicant meet the eligibility conditions for an award.

Scholarships, fellowships, prizes, and traineeships generally are not subject to income tax. Graduate teaching assistantships and other assistantship stipends for services rendered are subject to income tax. Graduate research assistantship stipends are not subject to income tax if

the research done is required for the degree. Ruling as to the taxability of any specific stipend is in the hands of the Internal Revenue Service.

The following statement of policy has been agreed upon by the members of the Council of Graduate Schools in the United States: Acceptance of an offer of graduate scholarship, fellowship, traineeship, or graduate assistantship for the next academic year by an actual or prospective graduate student completes an agreement which both the student and the Graduate School expect to honor. In those instances, in which the student indicates acceptance prior to April 15 and subsequently desires to change plans, a written resignation of the appointment may be submitted at any time through April 15 in order to accept another scholarship, fellowship, traineeship, or graduate assistantship. However, an acceptance given or left in force after April 15 commits the student not to accept another appointment.

Further information on the appointments and awards described may be obtained by writing the Fellowships Officer, The School of Graduate Studies, University of North Dakota, Grand Forks, ND 58202.

Tuition and Fees

Tuition and fee information for each semester or summer session is listed on the Student Account Services web page. See: <http://und.edu/admissions/student-account-services/tuition-rates.cfm> In addition, that information is also listed in each the undergraduate and graduate Academic Catalog.

The Department of Communication Sciences and Disorders

The Program

The University of North Dakota Department of Communication Sciences and Disorders conducts comprehensive programs of undergraduate and graduate (professional) training leading to bachelor's and master's degrees. The Council on Academic Accreditation and Speech-Language Pathology accredits the program in speech-language pathology.

Students beginning their undergraduate education in communication sciences and disorders should be aware that the bachelor's degree will be a degree that does not carry with it a teaching credential. The practicum requirement for this credential is completed at the graduate level. Therefore, persons considering speech-language pathology and audiology as a professional career will find graduate work necessary before seeking employment.

The preferred pattern of enrollment in the program is completion of at least the last two or three years of the Bachelor of Arts degree at UND with an undergraduate major in communication sciences and disorders. Students then will have completed about 60 semester hours of major coursework, required supporting courses and practicum when they apply for admission to the graduate program. The master's degree typically requires about 2 years beyond the Bachelor of Arts degree.

The Program of Study in Communication Sciences and Disorders contains a significant component of practicum to develop clinical skills. The practicum is completed in the UND Speech, Language and Hearing Clinic, and in numerous external placements, including the public schools, Head Start Programs, hospital, and other rehabilitation settings. All practicum is carried out under the supervision of certified, licensed faculty and certified professionals in the cooperating agencies.

All graduates of the master's degree program will meet the academic and practicum requirements for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association.

The Speech, Language and Hearing Clinic

The UND Speech, Language and Hearing Clinic, along with the Department of Communication Sciences and Disorders, is located in Montgomery Hall. Its facilities include offices, treatment rooms, sound-treated hearing testing suites, and equipment to perform complete audiometric assessments. Graduate students, under the direct supervision of certified, licensed faculty members, administer speech, language and hearing evaluations and, where indicated, plan and carry out treatment services.

Individuals seen at the clinic may have a variety of disorders including voice, stuttering, articulation, phonology, language, and hearing. Both children and adults are served in the clinic. In addition, the clinic also provides individual tutoring to individuals who are learning English as a second language.

Types of disorders seen at the clinic include cleft palate, stuttering, language delay and disorders, speech sound disorders, cerebral palsy, voice, aphasia, hard-of-hearing and deafness. Auditory rehabilitation is also provided. Both children and adults are seen in regularly scheduled programs.

Referrals for evaluation and possible treatment are accepted from anyone with knowledge of an individual's communication and seeking consultation about a speech, language and/or hearing problem. These include family doctors, teachers, counselors, rehabilitation agencies, dentists, schools, hospitals, families, and the patients themselves. Evaluation and individual or group treatment is available, and fees are charged for these services.

A Brief History

The Program in Speech-Language Pathology and Audiology began in the late 1940's as part of the Department of Speech. In the fall of 1949, three courses on speech correction were offered and in 1950, a speech and hearing clinic, operating for six weeks during the summer, was established in the basement of Merrifield Hall. On February 1, 1967, the Speech Correction program separated from the Department of Speech and became the autonomous Department of Speech Pathology and Audiology. In 1967, the department moved to specially constructed facilities in Montgomery Hall.

The Council on Academic Accreditation (CAA) accredits the speech-language pathology master's program in communication sciences and disorders. The graduate program is under probation but remains accredited until 2024.

Currently the Department employs the following faculty:

The Faculty

Cummings, Alycia E., Ph.D., CCC-SLP, Associate Professor, Full Member of Graduate Faculty, Speech-Language Pathologist

Foley, Jessica L., M.S., CCC-SLP, Clinical Supervisor, Speech-Language Pathologist

Kiel, Nicole, M.S. CCC-SLP, Adjunct Instructor, Speech-Language Pathologist

Madden, John P., Ph.D., CCC-A, Associate Professor, Full Member of the Graduate Faculty, Audiologist

Paulson, Jody, M. S. CCC-SLP, Clinical Assistant Professor, Speech-Language Pathologist

Rami, Manish K., Ph.D., Professor, Full Member of the Graduate Faculty, Speech-Language Pathologist

Robinson, Sarah A., Ph.D., CCC-SLP, Assistant Professor, Associate Member of Graduate Faculty, Speech-Language Pathologist

Seddoh, S. Amebu, Ph.D., Associate Professor, Full Member of the Graduate Faculty, Speech-Language Pathologist

Steen, Carla, M.S. CCC-SLP, Instructor, Clinical Supervisor, Speech-language Pathologist

Swisher, Wayne E., Ph.D., CCC-SLP, Associate Professor, Full Member of the Graduate Faculty, Speech-Language Pathologist

Weisz, Shari M., M.S., CCC-SLP, Clinical Assistant Professor, Associate Member of the Graduate School, Speech-Language Pathologist

Professor Emeriti

Engel, Dean C., Ph.D., CCC-SLP, Professor Emeritus, Speech-Language Pathologist

Fire, Kevin M., Ph.D., CCC-A, Professor Emeritus, Audiologist

Hess, Carla W., Ph.D., CCC-SLP/A, Chester Fritz Distinguished Professor Emeritus, Speech-Language Pathologist and Audiologist

Schill, Mary Jo, M.A., CCC-SLP, Professor Emeritus, Speech-Language Pathologist

Schubert, George W., Ph.D., CCC-SLP, Professor Emeritus, Speech-Language Pathologist

For additional information on faculty, the courses they teach and the areas of their interest, see individual faculty pages at <http://arts-sciences.und.edu/communication-sciences-disorders/csd-faculty.cfm>

The Departmental Mission and Goals

It is the general mission of the Department of Communication Sciences and Disorders to provide academic and clinical instruction, supervised clinical practicum, and research experience for students; to provide clinical services to individuals, groups, and agencies within the University and the greater Grand Forks area; to provide professional leadership with local, state, and national organizations; to contribute to the body of knowledge concerning communication processes and communication disorders; and to serve the University through its governance. This mission is directed at meeting the interests and needs of the University of North Dakota constituency. This mission is the basis for the following program goals.

Strategic Plan

The department's strategic plan is available at <http://arts-sciences.und.edu/communication-sciences-disorders/strategicplan2015.pdf>

Academic and Clinical Training

The Department of Communication Sciences and Disorders shall provide a fund of knowledge and experience necessary for competent case management of individuals with speech, language and/or hearing problems and shall develop graduates who will assume responsibility for qualifying themselves and for staying current through the on-going processes of professional development and continuing education.

Research and Services

The Department of Communication Sciences and Disorders shall through curriculum materials, research, creative activities, consultation, workshops and clinical service and through service in the governance and committee structures of the department, college, university, local, state, and national organizations and agencies, contribute to the body of knowledge in the discipline, contribute to the provision of quality clinical services to persons in the region and throughout the U.S. and Canada, and contribute to the support of organizational structures which form the framework necessary for academic, professional and clinical programs.

Speaking and Writing Skills

The Department of Communication Sciences and Disorders shall provide opportunities for and evaluation of the development and/or maturation of technical/professional speaking and writing skills via the following mechanisms:

1. Requiring and evaluating both oral and written work in undergraduate and graduate level courses;
2. Evaluating both oral and written aspects of case management;
3. Requiring satisfactory completion of an oral and written prospectus for either the independent project or thesis;
4. Requiring the satisfactory completion of the written independent project or thesis;
5. Requiring the satisfactory presentation of an oral report on the independent project or the oral defense of the thesis;
6. Requiring graduate students to accumulate direct and indirect teaching experiences such as university classroom instruction; administration of proficiency examinations to undergraduates; and lecturing to health-related groups of students;
7. Requiring the satisfactory completion of oral and/or written comprehensive examinations by Master's degree candidates; and
8. Evaluating the speaking and writing skills of applicants for admission to the graduate program in Speech-Language Pathology.

Interpersonal Skills

The Department of Communication Sciences and Disorders shall provide opportunities for the students to develop the interpersonal skills necessary for developing and maintaining facilitating relationships with other individuals including clients, peers, professional colleagues, and supervisors via the following mechanisms:

1. By providing specific written and oral feedback to students regarding their interpersonal skills in clinical interactions with clients, parents and other professionals during the course of case management;
2. By providing feedback to students concerning interpersonal interactions with academic instructors, advisors, and clinical supervisors; and
3. By providing students with opportunities to develop facilitating relationships with others, including their peers, via case staffings, group projects for academic classes, and departmental committees.

Academic Concerns

Academic Grievances

The term 'academic grievance' is defined as: A statement expressing a complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, quality of instruction) which is thought by the student to be unfair.

The Grievance Process

In the Department of Communication Sciences and Disorders, students who wish to register an academic grievance should send a letter to the department chair outlining the specifics of the grievance. The grievance will be circulated to the department's Academic Grievance Committee consisting of two faculty members from the department, one undergraduate and one graduate student from the department, the Associate Dean of Arts and Sciences, and the chair of the department. The student who has filed the grievance will be given the opportunity to speak to the committee and present any additional information and provide the committee members an opportunity to ask questions. After appropriate deliberations and voting, the committee's decision regarding the grievance will be given, in writing, to the student.

If the student does not agree with the decisions, she/he may then continue their grievance through the college or Graduate School.

If the student wishes to contact the department's accrediting agency, they may do so at the following address:

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association,
2200 Research Boulevard #310,
Rockville, Maryland 20850
800-498-2071 or 301-296-5700.

<http://www.asha.org/Practice/ethics/Filing-a-Complaint-of-Alleged-Violation/>

Undergraduate Curriculum

Advisement Guidelines

Once a major in communication sciences and disorders has been declared, a departmental faculty advisor will be assigned for academic advisement. The departmental secretary in Montgomery 101D can inform the student who that advisor is. See advisory assignments below:

Graduate Students -- Drs. Cummings, Madden, Rami, Robinson, and Seddoh

Post-Baccalaureate Students – Dr. Manish K. Rami

Junior-Senior Level Students – Ms. Shari M. Weisz

Freshmen- and Sophomore-Level Students – Ms. Jody Paulson

All new graduate students are assigned a temporary advisor until they select an advisor.

Students are required to obtain a copy of the Student Handbook, Department of Communication Sciences and Disorders. This handbook can be obtained from the University Bookstore. It contains information relative to the academic and clinical requirements, in this department, and should be used as a reference throughout the student's program of study. Each student will be responsible for the Handbook content.

For additional information regarding general university policies and regulations, the following resources are available:

The UND Undergraduate and Graduate Academic Catalog

UND Freshman Year

Time Schedule of Classes

Publications prepared by the Office of Student Activities

Student Handbook: University of North Dakota

Code of Student Life

Academic Coursework

The following list of courses includes those required by the University and the department for a Bachelor's degree with a major in Communication Sciences and Disorders, as well as courses recommended by the department.

Essential Studies Requirements

<u>Course</u>	<u>Credit</u>
Communication	9
Social Sciences (must be taken in a minimum of two departments)	9
Fine Arts and Humanities (must be taken in a minimum of two departments)	9
Math, Science and Technology (must be taken in a minimum of two departments and must include four hours of lab science). CSD requires that the lab hours be in Biology, Physics, or Anatomy. CSD requires Math 103 or above.	12
World Culture (A minimum of three credits of the General Education Requirements must meet the World Cultures designation. Students cannot fulfill the requirement by taking a CLEP or Placement Exam.)	3

For specific information and coursework that will fill these essential studies requirements, please see the current [UND Undergraduate and Graduate Catalog](http://und.edu/academics/essential-studies/requirements.cfm) or the website here: <http://und.edu/academics/essential-studies/requirements.cfm>

Courses Required/Recommended in the Department

Current departmental course requirements are listed below. However, advisement by your departmentally assigned advisor is critical at all times since course requirements may change during the academic year.

Courses in Communication Sciences and Disorders Undergraduate

CSD 201	American Sign Language III	2	F*
CSD 202	American Sign Language IV	2	S*
CSD 223	Phonetics	3	F
CSD 231	Anatomy & Physiology of the Speech & Hearing Mechanism	4	F
CSD 232	Survey of Communication Disorders	3	F
CSD 235	Speech & Hearing Science	3	S
CSD 333	Articulation & Phonological Development & Disorders	3	S
CSD 340	Normal Language Structures	3	F
CSD 343	Language Development	3	F
CSD 343L	Language Development Laboratory	2	F
CSD 363	Deaf Studies	4	S*
CSD 400	School Programs in CSD	3	F*
CSD 422	Neuroanatomy of Communication Disorders	3	S
CSD 425	Language, Multiculturalism & Communication Disorders	3	F
CSD 431	Introduction to Audiology	3	F
CSD 434	Aural Rehabilitation	3	S
CSD 438	Craniofacial Anomalies	2	S
CSD 440	Language Disorders I	3	F
CSD 441	Language Disorders II	3	S
CSD 461	Senior Seminar	3	S
CSD 484	Clinical Practicum I: SLP	3	F
CSD 485	Clinical Practicum II: SLP	3	S
CSD 489	Senior Honors Thesis	1-8	F*/S*
CSD 497	Special Problems in Communication Sciences & Disorders	1-3	F*/S*

*Not required of all majors; details available from academic advisors.

COMMUNICATION SCIENCES & DISORDERS

Undergraduate Pre-Professional Curriculum in Communication Sciences and Disorders Leading to the B.A. Degree. The 4-year plan can be downloaded from http://arts-sciences.und.edu/communication-sciences-disorders/4_year_plan_11_4_14.pdf

Freshman year: Fall semester

Course # CODE*	Course titles	# of credits
BIOL 111/L MST	Biology & Lab	4
MATH 103 Q MST	College Algebra	3
ENG 110/120 C	College Composition I/II	3
PSYC 111 SS	Introduction to Psychology	3
COMM 110 ¹ C	Public Speaking	3
	Total Credits for the semester	16

Freshman year: Spring semester

Course # CODE*	Course titles	# of credits
CHEM/PHYS MST	Chemistry or Physics	3
IS 121 U H	Intro to Indian Studies	3
ENG 209	Intro to Linguistics	3
FA	A course in fine arts	3
ENG 130	Writing for Public Audiences	3
	Total Credits for the semester	15

Sophomore year: Fall semester

Course # CODE*	Course titles	# of credits
CSD 223	Phonetics	3
CSD 231	Anatomy & Physiology	4
CSD 232	Survey of CSD	3
PSYC 241 Q MST	Introduction to Statistics	4
	Total Credits for the semester	14

Sophomore year: Spring semester

Course # CODE*	Course titles	# of credits
CSD 235	Speech & Hearing Science	4
CSD 340	Normal Language Structure	3
PSYC 250 SS	Developmental Psychology	4
T&L ²	300 level or above	3
ELECT	An elective	3
	Total Credits for the semester	17

Junior year: Fall semester

Course # CODE*	Course titles	# of credits
CSD 343	Language Development	3
CSD 343L	Language Development Lab	2
CSD 431	Introduction to Audiology	3
PSYC 270 SS	Abnormal Psychology	3
PSYC355/ SOC352	A course in Aging or SWK 313	3
ELECT	An elective	3
	Total Credits for the semester	17

Junior year: Spring semester

Course # CODE*	Course titles	# of credits
CSD 333	Articulation & Phonology	3
CSD 434	Aural Rehabilitation	3
FA or H	A course in fine arts or humanities	3
PSYC 303	PSYC Research for PSYC minor	4
ELECT	An elective	3
	Total Credits for the semester	16

Senior year: Fall semester

Course # CODE*	Course titles	# of credits
CSD 400	School Programs in CSD	3
CSD 425 SS G	Language, Multiculturalism & Comm Dis	3
CSD 440	Language Disorders I	3
CSD 484	Practicum I	3
T&L 486	Field Experience (or in spring term)	1
ELECT	An elective	3
	Total Credits for the semester	16

Senior year: Spring semester

Course # CODE*	Course titles	# of credits
CSD 422	Neuroanatomy	3
CSD 438	Craniofacial Disorders	2
CSD 441	Language Disorders II	3
HUM 408 A C	Senior Capstone	3
CSD 485	Practicum II	3
ELECT	An elective	1
	Total Credits for the semester	15

*CODES - # of credits required (CSD courses do not have a CODE, they are all required)		
Math, Science & Technology MST - 9 credits	Electives ELECT	
Communication C- 9 credits	Social Sciences SS - 9 credits	
Global Diversity G - 3 credits	Fine Arts, Humanities FA (3) H (3)- 9 credits	
Advanced Communication A - 3 credits	US Diversity U - 3 credits	

¹ Not required but strongly recommended

² Not required for the B.A. degree, but eventually required if the student opts to secure a teaching credential (for employment in a ND public school system as a speech-language clinician). Practicum for the teaching credential is completed at the graduate level.

Application to Graduate School should be completed in the Spring Semester of the Senior Year, by January 15.

Courses Required in Other Departments

Courses required in other departments include the following. They cannot be completed with S-U grading.

<u>Course</u>	<u>Credit</u>
Bio 111 Concepts of Biology	3
Bio 111L Concepts of Biology Laboratory	1
Math 103 College Algebra, prerequisite to Psy 241	3
Eng 209 Intro to Linguistics, recommended to precede CSD 343	3
A course in Physics or Chemistry	3
Psy 241 Introduction to Statistics,	4
Psy 250 Developmental Psychology, recommended to precede CSD 343	3
Psy 270 Abnormal Psychology	3

A course in geriatrics or aging, choose one course from Psy 355, Soc 352, SWk 313

Requirements for North Dakota Teacher Certification Speech-Language Pathology

Students at the University of North Dakota who wish to meet the requirements for certification through the North Dakota Education Standards and Practices Board (ESPB) must meet the following academic* requirements:

Required UND coursework:

All of the following courses:

IS 121 Intro to Indian Studies	3 credits
CSD 400 School Programs in CSD	3 credits
CSD 425 Language, Multiculturalism & Communication	3 credits
CSD 585 Practicum in the Schools (100 clock hours minimum)	10 credits

And

One course from the following:

T & L 315 Education of Exceptional Students	3 credits
T & L 319 Inclusive Studies	3 credits
T & L 328 Survey of Children's Literature	3 credits
T & L 335 Understanding Readers and Writers	3 credits

Graduate students can choose courses from the list of 300-level courses above or from the higher level courses listed below:

T & L 510 Early Intervention for Child with Special Needs	2 credits
T & L 511 Identification & Assessment of Child with Spec Needs	2 credits
T & L 512 Methods/Materials for Preschool Child with Spec Needs	3 credits
T & L 514 Intervention Strategies with Infants & Toddlers	2 credits
T & L 530 Foundations of Reading Instruction	3 credits

***There are other non-academic requirements including passing the Praxis I and the Praxis II (subject area exam: same exam as needed for ASHA certification) and a background check including fingerprinting.**

Graduate Work by Undergraduates

Graduate credit may be granted for graduate courses and undergraduate courses approved for graduate credit (i.e., only those courses listed in the Graduate School Bulletin) to be taken by a senior at this University, provided the student:

1. Secures the prior approval of the major department or the Dean of the Graduate School (i.e., no later than the last day to add a course),
2. Is within twelve credits of the Baccalaureate degree,
3. Completes the degree requirements in the Current semester,
4. Has an overall GPA of at least 3.0,
5. Is carrying a total academic load of no more than 16 credits during a semester or 8 credits during a summer session,
6. Is not taking the courses for S/U credit, and
7. The credits sought are not needed for the Baccalaureate degree.

Such students will register in their undergraduate college but must apply in advance for graduate credit at the Graduate Office. The grades for such work will be counted towards the graduate GPA and not toward the undergraduate GPA. The Petition for Graduate Credit form can be found on this web page: <http://graduateschool.und.edu/files/docs/petition-grad-credit-as-undergrad-4-11.pdf>

Undergraduate Forms

<http://graduateschool.und.edu/files/docs/petition-grad-credit-as-undergrad-4-11.pdf>

Graduate Curriculum

Advisement Guidelines

An Introduction

Advisement of Post-baccalaureate students and graduate students majoring in communication sciences and disorders is provided initially when the student enters the program by a graduate faculty advisor appointed on a temporary basis by the departmental chairperson. The graduate faculty members of the department include Drs. Alycia Cummings, John Madden, Manish Rami, Sarah Robinson, Amebu Seddoh and Ms. Shari Weisz.

This temporary advisor assists beginning post-baccalaureate students and graduate students to select classes for initial enrollments and to become aware of departmental and graduate school requirements.

Post-baccalaureate and graduate students should attend scheduled group advisement meetings sponsored by the graduate faculty. Further, students should meet routinely with their advisors to discuss their progress in their academic coursework and clinical practicum.

Some Advice

Graduate students are hereby informed that their progress in the Graduate Program in Speech-Language Pathology is dependent on their informed initiation of appropriate actions at appropriate times. Further, that progress is dependent on the successful interaction of the student, the Department of Communication Sciences and Disorders, and the Graduate School in all matters.

The final written guide and an unequalled source of information in all matters of general graduate regulations, policies, and procedures is the current UND Undergraduate and Graduate Academic Catalog. The UND Undergraduate and Graduate Academic Catalog should be consulted whenever a question related to general graduate study arises. Additional sources of information and guidance are these:

Dean of the School of Graduate Studies

Dr. Manish K. Rami, Director of Graduate Studies, Communication Sciences and Disorders

The Student Handbook for Majors in Communication Sciences and Disorders

The Grapevine, a graduate student newsletter printed once per semester by the Graduate School

The Student Handbook, University of North Dakota

The Code of Student Life

Instructions for the Preparation of Thesis and Dissertations

Other publications of the Graduate School

Appointment of a Thesis or Independent Project Advisor

The appointment of a permanent advisor and/or a Faculty Advisory Committee to guide a graduate student through the design and execution of a Program of Study is closely tied to a student's decision to choose a thesis or a non-thesis Program of Study. Therefore, a comparison of the requirements for the two options available to majors in Communication Sciences and Disorders is provided below.

Thesis Option

A Master's degree (M.S.) requiring a thesis (CSD 998) is available in Speech-Language Pathology.

Course Requirements

A minimum of 30 semester credits is required in a program of study for granting of the M.S. degree in Speech-Language Pathology. (Note: Usually a program of study will exceed 30 semester credits in speech-language pathology in order that the students meet the minimum requirements for certification by the American Speech-Language-Hearing Association.) This includes the credits granted for the thesis and the research leading to the thesis. At least one-half of the credits must be at or above the 500-level. Fifteen semester credits must be taken on campus. A maximum of eight semester credits may be transferred from another institution. A maximum of four semester credits may be taken in approved workshops, but workshop credits normally are not included.

Thesis

Each student utilizing the thesis option must submit a thesis to the Graduate School as partial fulfillment of the requirements for the degree. Four credits are given for the writing of the thesis and for the research which was completed and incorporated into the thesis. The thesis, prepared under the guidance of the student's Graduate Faculty Advisor, must show sound method and demonstrate scholarship. All theses must be prepared in accord with the Style and Policy Manual for Theses and Dissertations, one copy of which will be provided to each student by the Graduate School when the Program of Study is approved. Additional copies may be purchased at the University Bookstore.

A Comparison of the Thesis and Non-Thesis Options

Thesis Option

(Research Orientation)

30 credits of coursework
including 4 credits of Thesis --
CSD 998

Advisory Committee needed:

Advisor: Cummings, Madden,
Rami, Robinson, & Seddoh

Additional Departmental

Committee Member: Cummings, Madden,

Rami, Robinson, Seddoh, & Weisz

Additional graduate faculty member
from a different department

Program of Study

Design Thesis

Prospectus to Advisory Committee

Topic Proposal

Take and report to the Department
the results on the PRAXIS

Apply for Degree

Write Thesis

Preliminary Approval of Thesis
by Advisory Committee

Final Examination

Defense of thesis

Comprehensive examinations taken at
various times during the program
including clinical comps

Copies of Thesis supplied to Graduate
School Advisor and Department

Final Report on Candidate

Non-Thesis Option

(Clinical Orientation)

32 credits of coursework
including 2 credits of
Independent Study Report--
CSD 997; and satisfactory completion of
CSD 584--Advanced Clinical Practicum:
Non-Thesis Option; and satisfactory
completion of PSY Statistics I or approved
equivalent

Advisor Only needed:

Advisor: Cummings, Madden, Rami, Robinson
Seddoh, & Weisz

(Departmental Chair also approves through program)

Program of Study

Design Independent Study

Prospectus to Advisor

Topic Proposal

Take and report to the Department the results
on the PRAXIS

Apply for Degree

Complete Externship including oral report to
CSD faculty and students

Write Independent Study

Advisor Approval of Independent Project

Final Examination

Comprehensive examinations taken at
various times during the program
including clinical comps

Copies of Independent Project provided to
Department and Advisor

Final Report on Candidate

The student's Graduate Faculty Advisory Committee must approve the topic for a thesis. Approval is effected during an oral presentation of a written proposal to the student's Advisory Committee and by the student's completing the form entitled "Outline of Thesis," available with instructions from the Graduate School. The outline is submitted to the Advisory Committee for its approval. The approved outline (original and three copies) is then filed in the Graduate School to become part of the record. The outline MUST be approved before the beginning of the semester in which the student expects to graduate. In any event, the outline must be filed in the Graduate School before a student is advanced to Candidacy for a Master's degree (form and instructions found in the Graduate Forms section of this Handbook).

A preliminary draft of the thesis (i.e., the draft from which the final copy is to be typed) must be presented to the Advisory Committee sufficiently in advance of the preliminary approval deadline so that the Advisory Committee may evaluate and correct the thesis. A minimum of two calendar weeks is recommended departmentally. After the necessary corrections and changes have been made, the student should secure the committee members' signatures on a form entitled "Preliminary Approval of Thesis and Dissertations" and file this form in the Graduate School. The Preliminary Approval, which indicates to the student that no major changes will be required in the final copy of the thesis, must be in the Graduate School no later than a deadline specified in the Academic Calendar or the student will not be permitted to graduate that semester. The approval form is in the Graduate Forms section of this Handbook.

A minimum of three copies of the thesis in its final form must be prepared and presented to the student's Faculty Advisory Committee in time that they may thoroughly read the thesis prior to the Final Examination. (A minimum of 5 weekdays is recommended departmentally.) When the final version of the thesis has been approved by the Committee, the original must be deposited in the Graduate School and receive the signed approval of the Dean by the deadline announced in the Academic Calendar (usually two weeks prior to commencement). In addition, one copy of a separate abstract also must be presented to the Graduate School by the same deadline. The Graduate School has the original final copy of the thesis bound and catalogued in the University Library. One bound copy must be presented by the student to each the major Department and the Advisor immediately following approval of the thesis by the Graduate Dean.

Candidacy for the Degree

Admission of the student to the Graduate School as a Degree Student in Approved Status implies only that the student has met the minimal entrance requirements and will be permitted to take graduate courses which normally will lead to a degree. The student has not been admitted as a Candidate for a degree. Advancement to Candidacy is a formal procedure and can be granted only after the student has met certain academic requirements. To become a Candidate for the Degree, the following requirements must be met in approximately the following sequence:

1. Complete the equivalent of one full-time semester (12 semester credits).
2. Hold a GPA of at least 3.0 for all work attempted; no grade lower than a C.
3. Obtain the appointment of the Faculty Advisory Committee as early as possible. This Committee is appointed by the Dean upon the written recommendation of the Chairperson of the student's major department and normally will consist of three members, but may have four members. The Committee will be formed in consultation with the student and the faculty members to be recommended. One committee member shall be chosen to represent the related subjects. The Chairperson of the Committee shall represent the student's area of interest, and normally will serve

as the thesis advisor. The Committee is responsible for program advisement, thesis advisement, and examination of the student.

4. Obtain approval of a Program of Study. Until such time as a Thesis or Independent Project Advisor is appointed, the temporary graduate advisor named at the time of admission will act as an advisor for the selection of courses, etc. After the formation of a Faculty Advisory Committee, the Student and the Committee should formulate a “Program of Study” for the degree on a form available from the Graduate School. After the Program has been signed by the student and the Committee, it is submitted to the Graduate School for the approval of the Dean. The program should be developed early in the second semester of enrollment but MUST be filed PRIOR to the semester or session in which the student intends to graduate. The form and instructions for its completion are in the Graduate Forms section of this Handbook.
5. For the thesis option, obtain approval of an “Outline of Thesis” on a form available from the Graduate School. This outline, when approved by the Faculty Advisory Committee and deposited in the Graduate School, indicates acceptance of a topic for study and incorporation into a thesis. The outline form and three copies MUST be filed PRIOR to the beginning of the semester or session in which the student expects to graduate (form in Graduate Forms section of this Handbook).

Students and their Advisors will be notified in writing of the Advancement to Candidacy. Students MUST complete all requirements for advancement to Candidacy prior to the semester in which they plan to graduate.

Application for the Degree

Students must apply for award of the degree PRIOR to the beginning of the semester or summer session in which the degree will be awarded (failure to graduate necessitates reapplication). Application must be made at the Registrar’s Office or the Graduate School on the form provided, by the deadline noted in the Academic Calendar. In order for students to be placed on the graduation list (i.e., to have their “Application for Degree” accepted by the Graduate School) and be eligible to receive a Master’s degree, they must be in Approved Status or have been advanced to Candidacy for the degree no later than the beginning of the semester or summer session in which they expect to graduate (application, Graduate Forms section of this Handbook).

After the student makes application for the degree, the Graduate School checks the record to ensure that the student is eligible to graduate. The eligibility to proceed with the graduation process (i.e., final examination) will be certified by the Graduate School, and the Preliminary Approval and the Final Report forms will be sent to the advisor approximately six weeks before graduation. (A new application must be filed if the student fails to graduate.)

Students must be registered for the term in which they expect to receive their degree.

National Examination in Speech-Language Pathology and Audiology

Students must submit scores for the Praxis Series exam in Speech-Language Pathology (PRAXIS) prior to the deadline for other graduation requirements.

Final Examination

Students are required to pass all aspects of the departmental comprehensive examination. A defense of the thesis will be required for students completing the thesis option. The thesis defense will be to the full three-member Faculty Advisory Committee. The results must be reported to the Graduate School, on the Final Report on Candidate form (see Graduate Forms Section for a copy), by the deadline specified in the Academic Calendar. The committee members must have had an opportunity to examine the final copy of the thesis prior indicating their approval by signing the approval page of the thesis.

Non-Thesis Option

A Master's degree requiring an Independent Study Project (CSD 997) and an external practicum (CSD 584) of ten to sixteen weeks of full-time (30 or more hours per week) work must be completed. Students must complete an oral presentation about their external practicum experience to CSD faculty and students. Except as discussed above and below, the requirements for the thesis and non-thesis options are the same.

Course Requirements

A minimum of 32 semester credits is required for the degree. This includes 2 credits in the major for an Independent Study Report for which the student registers for the course numbered 997. A maximum of 16 credits of off-campus work (e.g., extension, transfer) may be included.

The program shall include the major and 3 credits of PSY 541, Advanced Univariate Statistics, or an approved substitute. See the current Graduate School Bulletin for further information. The major must include at least 22 credits at the graduate level.

Independent Study

Each student following the non-thesis option toward a Master's degree must prepare and secure the approval of an Independent Study Report by an Advisor and the Departmental Chairperson. Three copies of the Report (one each for the student, the Advisor, and the Department) must be accepted by the Advisor who will certify completion of the Report to the Graduate School by the deadline specified in the Academic Calendar and submit a grade for CSD 997 - Independent Study to the Registrar's School.

The Independent Study is designed to require the student to investigate independently a topic related to the major field of study. The study need not be an original contribution to knowledge but may be a presentation, analysis, and discussion of information and ideas already in the literature of the field. The requirement is to ensure that a student can investigate a topic and organize a scholarly report on the investigations. The Report should display correct usage, style, and format and should be of a formal nature.

The student's Advisor must approve the topic for an Independent Study. Approval is effected by the student's completing a form entitled "Outline of Independent Study," available with instructions from the Graduate School, then submitting the outline to the Advisor for approval. The outline, which **MUST** be approved no later than the semester or session prior to the one in which the student expects to graduate, must be filed in the Graduate School to become part of the record before a student is advanced to candidacy for a master's degree (outline, in Graduate Forms section of this Handbook).

Candidacy for the Degree

The requirements for advancement to Candidacy under the non-thesis option are the same as those listed under the thesis option with the following exceptions:

1. Advisor: Students must obtain the appointment of an Advisor from the major department. The Advisor, who must be a member of the Graduate Faculty, will be appointed by the Dean upon the written recommendation of the Chairperson of the Department. The Advisor will be responsible to the department and to the Graduate School for the supervision of the student's work.

2. Program of Study: Students must submit a “Program of Study” for Graduate School approval which will have been developed in consultation with the Advisor and signed by the Departmental Chairperson. The Program of Study should be developed early in the second semester but MUST be submitted PRIOR to the semester or the session in which the student expects to graduate.
3. Outline of Independent Study: Students must obtain approval of a topic for the Independent Study. The Advisor approves the “Outline of Independent Study” and the student submits the form and three copies to the Graduate School to become part of the record. The outline MUST be filed PRIOR to the semester or session in which the student expects to graduate.

National Examination in Speech-Language Pathology and Audiology

Students must submit scores for the Praxis Series exam in Speech-Language Pathology (PRAXIS) prior to the deadline for other graduation requirements.

Final Examinations

Those advanced to Candidacy for non-thesis Master’s degrees must pass all aspects of the departmental exam. The comprehensive examination shall cover the major field of study and is administered during specific times during the student’s program.

Academic Coursework

Current graduate coursework is identified below. However, advisement by a departmentally appointed graduate advisor is critical at all times since the graduate curriculum is currently under review.

Several advisement forms that may be useful in planning programs of study are included in the "Forms" section that follows this "Graduate Curriculum" section.

Remediation plans

A student may be placed on remediation plan/s if he/she fails to meet either the academic standards, the clinical standards, or both. Those students who are placed on a remediation plan should note that they will not be considered for off-campus clinical practicum placement until after making satisfactory progress on their plans. Students should also note that any remediation required on the clinical comprehensive examination must be completed by April 15th of that academic year. Not completing the remediation plans will put the student at the risk of becoming ineligible to apply for ASHA certification.

Certificate of Clinical Competence

Requirements for the Certification of Clinical Competence of the American Speech-Language-Hearing Association are found in this Handbook.

Graduate Coursework

CSD 501	Seminars in Speech-Language Pathology	3	F, S
CSD 525	Introduction to Research in SSLP & Audiology	3	S
CSD 530	Audiology for SLPs	1	F, SS
CSD 532	Neurogenic Communication Disorders I	4	F
CSD 533	Investigations in Child Language	3	F
CSD 534	Advanced Management of Articulation and Phonological Disorders	2	S
CSD 536	Stuttering Intervention	2	SS
CSD 538	Management of Phonatory Disorders	3	S
CSD 542	Neurogenic Communication Disorders II	2	S
CSD 550	Motor Speech Disorders	2	SS
CSD 551	Dysphagia	2	F
CSD 572	Neurogenic Communication Disorders IV	3	F
CSD 580	Interdisciplinary Health Care	1	F, S
CSD 583	Evaluation & Service Delivery	2	F
CSD 584	Advanced Clinical Practicum	1-16	F,S,SS
CSD 585	Practicum in the Schools	10	F,S
CSD 586	Advanced Clinical Practicum: Audiology	1-16	F,S
CSD 592	Research Design in Speech & Hearing Sciences	3	F, S
CSD 595	Research Problems in Speech-Language Pathology - Audiology	1-3	F,S
CSD 597	Special Problems in Communication Disorders	1-3	F,S,SS
CSD 996	Continuing Enrollment	var.	F,S,SS
CSD 997	Independent Study	2	F,S,SS
CSD 998	Thesis	4	F,S,SS
CSD 999	Dissertation	10	F,S,SS

Sequence of Course for Graduate Students who were Post-Bac Students

Masters after PB in COMMUNICATION SCIENCES AND DISORDERS									
Year One	Fall semesters		Spring semesters		Year One		Year Two		Summer semester
	Course #	Course titles	# of Credits	Course #	Course titles	# of Credits	Course #	Course titles	
Year One	CSD 400	School Programs in SLH	3	CSD 438	Craniofacial Disorders	2	CSD 550	Motor Speech Disorders	2
	EFR 515	Statistics I	3	CSD 533	Investigations in Child Lang	3	CSD 530	Audiology for SLPs	1
	CSD 525	Intro to Research in SLP & A	3	CSD 534	Adv Mgt of Artic & Phon Dis	2	CSD 584	Adv Clinical Practicum	1
	CSD 532	Neurogenic Dis I (Aphasia)	3	CSD 538	Mgt of Phonatory Dis (Voice)	3	CSD 536	Stuttering Intervention	2
	CSD 583	Eval & Service Delivery	3	CSD 542	Neurogenic Dis II (AAC)	3	CSD 597	Special Problems	1
	CSD 584	Adv. Clinical Practicum	1	CSD 584	Adv. Clinical Practicum	1			
		Total Credits for the semester			Total Credits for the semester	14		Total Credits for the semester	7
Year Two	CSD 551	Dysphagia	2	CSD 585	Practicum in School Setting	10	CSD 585	Practicum in Healthcare Setting	10
	CSD 572	Neurogenic Dis III (RHD)	3						
	CSD 580	IPHC	1						
	CSD 584	Adv. Clinical Practicum	1						
	CSD 997/8	Independent Study or Thesis	2 or 4						
		Total Credits for the semester	9 or 11		Total Credits for the semester	10		Total Credits for the semester	10
									Total credits = 59 or 61

Sequence of Course for Graduate Students who have an Undergraduate Major in CSD

Masters in COMMUNICATION SCIENCES AND DISORDERS									
		Fall semesters			Spring semesters			Summer semesters	
Course #	Course titles	# of Credits	Course #	Course titles	# of Credits	Course #	Course titles	# of Credits	# of Credits
Year One									
EFR 515	Statistics I	3	CSD 533	Investigations in Child Lang	3				
CSD 525	Intro to Research in SLP & A	3	CSD 534	Adv Mgt of Artic & Phon Dis	2				
CSD 530	Audiology for SLPs	1	CSD 538	Mgt of Phonatory Dis (Voice)	3				
CSD 532	Neurogenic Dis I (Aphasia)	3	CSD 542	Neurogenic Dis II (AAC)	3				
CSD 583	Eval & Service Delivery	3	CSD 580	InterProfessional HealthCare	1				
CSD 584	Adv Clinical Practicum	1	CSD 584	Adv. Clinical Practicum	1				
	Total Credits for the semester	14		Total Credits for the semester	13				
Year Two									
CSD 551	Dysphagia	2	CSD 585	Practicum in Healthcare Setting	10				
CSD 572	Neurogenic Dis III (RHD)	3	CSD 998	Thesis or	4				
CSD 580	InterProfessional HealthCare	1	CSD 997	Independent Study	2				
CSD 585	Practicum in School Setting	10							
	Total Credits for the semester	16		Total Credits for the semester	12 or 14				
				Total credits =	59 or 61				

Department of Communication Sciences and Disorders
Doctoral Degree Program

The College of Arts & Sciences is the heart and soul of the University of North Dakota, providing thousands of students with vibrant, meaningful, and exciting undergraduate and graduate programs within the college, and all UND students with a quality general education experience. As noted by President Schafer, we are faced with unfortunate budget realities given the state's fiscal situation. As a result of these budget realities, we no longer have the resources to continue to accept and teach students in all programs. The College of Arts & Sciences has made decisions to no longer accept doctoral students in Communication Science & Disorders.

Updated on March 14, 2016

Graduate Forms

All forms for current graduate students are available on the following web page:
<http://graduateschool.und.edu/graduate-students/current/forms.cfm>

Forms for Master's Students

Advisor or Committee Appointment Request (New or change)
http://graduateschool.und.edu/_files/docs/masters-new-change-committee.pdf
Program of Study - Instructions
http://graduateschool.und.edu/_files/docs/pos-instructions.pdf
Program of Study - Masters
http://graduateschool.und.edu/_files/docs/masters-pos.pdf
Change to Program of Study
http://graduateschool.und.edu/_files/docs/change-to-pos.pdf
Topic Proposal Form
http://graduateschool.und.edu/_files/docs/topic-proposal.pdf
Preliminary Approval of Thesis
http://graduateschool.und.edu/_files/docs/preliminary-approval.pdf
Notice of Master's Thesis Defense
http://graduateschool.und.edu/_files/docs/masters-notice-defense.pdf
Final Report on Candidate - Non-Thesis
http://graduateschool.und.edu/_files/docs/final-report-non-thesis.pdf
Final Report on Candidate - Thesis, Dissertation and MFA Professional Exhibition
http://graduateschool.und.edu/_files/docs/final-report-thesis-dissertation.pdf

Practicum

Clinical Practicum

The UND Speech, Language and Hearing Clinic

An Introduction

The clinical training of students in Communication Sciences and Disorders consists of practicum in which students provide direct and indirect services to clients with speech, language and/or hearing disorders. These services are provided with the supervision of appropriately certified and licensed speech-language pathologists and audiologists.

Clinical practicum is completed not only within the University Clinic but also at sites called “outposts.” Outposts include such facilities as Head Start in East Grand Forks, Grand Forks Public Schools, local nursing homes, and other sites.

Graduate practica constitute only a small part of a student’s overall coursework during any one semester. By contrast, student teaching experiences and external practica placements in the Grand Forks Area, in other parts of North Dakota or other states and some of the Canadian Provinces constitute large portions or entire course loads during selected semesters of a graduate student’s program.

During enrollment in CSD 484 and 485, practica experiences are gained through live or video observation of faculty and/or advanced student clinicians serving assigned clients. At the graduate level, direct experience is gained in determining the nature, extent, and cause of communication problems, in providing training so that clients can compensate for or overcome their disorders, and in working with other significant individuals such as parents, teachers, spouses, and physicians as they also serve individuals with communication disorders.

Practica accrue both academic credit and clinical clock hours. The academic credit requirements are discussed elsewhere in the Handbook under “undergraduate” and “graduate” curricula. A student must accumulate at least a minimum number of clock hours serving individuals of specified age groups with specific disorders. These requirements are provided in the section of this Handbook entitled, “Requirements for the Certificates of Clinical Competence” in the section on credentialing.

Student clinicians are assigned to serve specific clients at specified times by the practicum coordinator who is aware of both the caseload of clients and the needs of currently enrolled students. The coordinator makes assignments using schedules provided by the clients, clinicians, and supervisors.

To further your understanding of and successful participation in practica, the following guidelines are provided.

General Guidelines

These guidelines have been established to promote consistency across supervisors and clinicians. This statement of guidelines is minimal and will be expanded and further specified during clinical practicum class.

Clinician Schedules:

All clinicians are responsible for completing the class schedule form and returning it to the Clinic Coordinator by 4 p.m. on the first day of classes for the semester. Appropriate forms are available in Room 106, or from the secretary in Room 101A or on Blackboard.

Clinicians are responsible for immediately submitting a revised schedule form whenever a schedule change occurs. Please date the form and indicate that it is REVISED.

Clinic Case Assignments: Case assignments, including outposts, will be made by the coordinator and will be based on both student clinician and client needs.

The “typical” assignment for graduate clinicians is usually 6-8 hours of clinical practicum per week.

Assignments will be made in writing to the student clinician. It is the responsibility of the student clinician to phone the client/client’s parents to confirm the time and starting date of services. **This should be done within 24 hours after receiving the assignment.** If the client cannot be reached within 48 hours, please inform the case supervisor. Keep a record of your attempts to reach the client.

After you have contacted the client, complete the information requested on your assignment form and return it to the practicum coordinator. See form in Clinical Forms Section of this Handbook.

Client Absences: Client cancellations made to the secretary will be posted (using only client initials) on the bulletin board in the corridor of Room 104. If the client contacts you directly to cancel a session, please post the information on this bulletin board and leave a note for your supervisor. When a client fails to cancel but does not come by 15 minutes past the scheduled time, call the home to see what has occurred. Clients who have cancelled for three successive sessions or have not attended two consecutive sessions should be reported to your supervisor immediately.

Clinician Absences: A clinician may only cancel a scheduled session without prior approval from the faculty supervisor because of serious illness (supervisor may request a medical excuse) or death in the immediate family of the clinician.

Other clinician absences may be professionally valid (e.g., participation in a departmentally sponsored screening activity), but the clinician must never cancel or reschedule a session for these reasons without the prior approval of the supervisor. In most instances, the supervisor will request that the clinician either reschedule or arrange for a substitute clinician.

Rescheduling Clients: Student clinicians must have the approval of the supervisor before rescheduling a session.

Scheduling Clinic Rooms: Room schedules will be posted on clinic room doors. When scheduling a make-up session, evaluation, etc., check with the departmental secretary for the assignment of a room. Then tape a small note to the door of the room you will be using indicating the day and time you will be using the room. Remove this following the session. Please plan ahead and arrange for the temporary room as early as possible.

If you need to use a therapy room for videotaping that is scheduled for that hour, arrange directly with the student clinician in the room to trade rooms for that hour only.

If you have questions regarding scheduling a particular room, please consult with the departmental secretary who maintains a complete schedule of rooms.

Session Times: Most sessions are to start promptly on the hour and end ten minutes before the hour. **This means that you should meet the client in the waiting room and be ready to work in the therapy room on the hour.** End your session to allow enough time to take the client back to the waiting room by ten minutes before the hour. Any deviation from this schedule must be discussed with and approved by your supervisor.

Clinic Folders: Case Folder: This is the folder which contains case history information, evaluation and progress reports, release forms, etc. A case folder is maintained for each client seen in the clinic. The case folder contains CONFIDENTIAL information. This folder is to be handled with extreme care. This folder is available on a checkout basis from the departmental secretary in Room 101A and is for use in the clinic only. **THE CASE FOLDER MUST NEVER BE TAKEN FROM THE BUILDING AND MUST BE RETURNED TO THE MAIN OFFICE BY 5 P.M. ON THE DAY OF CHECK OUT.** Under **NO CIRCUMSTANCES** is the case folder to be left unattended or given to others while checked out. **Photocopying any content contained in client files is NOT permitted.** However, hand written notes concerning information therein is acceptable if it does not contain any identifying information.

Working Folders: These folders should contain only the day lesson plans and data sheets for the current semester. **NO PAPER WORK** in these folders should contain the client's full name, **USE INITIALS ONLY.** These folders are to be placed in the appropriate observation room during the client's intervention session and removed promptly at the end of the session. The maintenance of these folders is the responsibility of the student clinician assigned to the case.

Maintenance of Clinic Rooms: At the end of the clinical session, it is the responsibility of the clinician to remove all materials including posters, reinforcement charts, etc. hung on the walls and other debris, which may have fallen on the floor. If you have done a "messy" activity, such as painting or gluing, wipe the table and any other necessary areas with a wet paper towel or cloth. There is a vacuum that can be obtained from the departmental secretary, if needed.

Preparation and Report Writing: Following the assignment of a client to a clinician, and prior to meeting with the client, it is the student clinician's responsibility to obtain and review the information in the client's folder and become thoroughly familiar with it. It is especially important that the student attend to and consider all previous recommendations that have been made. This is necessary if continuity of service is to be provided.

At an academic level, writing skills (lesson plans, treatment plans, progress reports, and diagnostic reports) will be discussed in CSD 484, 485, and 584. At a practical level, students will engage in writing activities throughout their clinical experiences.

Diagnostic Report: Following the completion of a diagnostic evaluation, a report of findings must be written. The precise format, style, scope, length, and degree of detail needed for a diagnostic report will vary with individual clients. Despite individual variations, most assessment or diagnostic reports have a similar format and generally present the same basic information. Use the format in this Handbook to guide your diagnostic report. The rough draft of the diagnostic report should be submitted to your faculty supervisor within 2 days of the evaluation. The supervisor will edit your report and, when approved, student diagnostician(s) and faculty

supervisor will sign the report. This report will be placed in the client's file and released, as requested, by the client.

Treatment Plan: Following assessment of the client's speech and language behavior, goals should be identified and a treatment plan of service should be written unless the client already has a service plan, such as an IEP or IFSP. The rough draft of the treatment plan is to be turned in to your supervisor by the first class day following your fifth session with the client. See your supervisor for any specific guidelines. Submissions before this deadline are encouraged. A format and example of a plan are included in this Handbook. Clinicians must word process final copies of the treatment plan and file a copy with your supervisor. Clients and/or the family/significant others also receive a copy. The treatment plan does not go in the clinic file or the working folder. This is only for the client/guardian/parent/family and the supervisor. Once this copy has been given to the client and/or family, the clinician must let the office staff know the date it was given so that it can be documented in the clinic file.

Daily Intervention Plan: Lesson planning is to be completed prior to every session with the client. This includes reporting the date, the particular goals of the session, methods, materials, and procedures that will be used, and, at the end of the session, an evaluation of the client's progress toward the goals. During the initial meetings with the client, lesson planning will center around assessment activities. This involves pretesting certain aspects of the client's communication behavior. Based on this information, goals and objectives can then be identified. Written lesson plans are to be placed in the client's working folder. This folder is to be placed in the observation room before each session and removed immediately following the session. Data collection sheets and summaries are also to be retained in the working folder. An example of a daily plan is included in the next section of this Handbook.

Progress Reports: The rough draft of the progress report is typically turned in to your supervisor by the first class day following the last session with your client. Use the format included in the sample forms sections of this Handbook. There is also an example of a progress report in this section. Final drafts must be word processed following the style and spacing guidelines provided to you in the sample report. The first page should be on UND letterhead paper. **Be sure the print is dark enough to copy.** Please use a **black** pen for writing in phonetic symbols and signing the report. You are responsible for the progress report until it has been signed by the faculty supervisor. The clinician is responsible for making the appropriate number of copies as discussed with their supervisor. Each copy should have a sticky note indicating the recipient's name and address. If you leave campus before the report has been approved and signed by your supervisor, you may receive an incomplete for your practicum grade.

Forms: Clinical forms needed during each semester are obtained in a packet from the department secretary during the first week of clinic. The student is responsible for obtaining this packet. (See forms in Clinical Forms section of this Handbook.)

Video/Audiotapes: Video and audiotapes are available for check out in the main office. Please return all tapes to the main office at the end of the semester so confidential data can be erased. Any audiovisual data captured on iPad or other such devices must either be deleted within 24 hours or transferred to a secure/password protected file on a computer.

Log Hour Sheets: You will receive enough log sheets for the semester in your packet of forms. Please complete the forms accurately. They are due in the office as specified on your forms. **Be sure the log form is turned in when specified. Obtain signatures/initials from the supervisor regarding case management**

activities during the week the hours were earned. You risk losing the clinical hours if you do not meet this deadline.

Billing Forms: Student clinicians will be responsible for completing billing forms for each of the clients they are assigned to work with. These forms are completed at the end of each month.

Confidentiality of Records: There are ethical and legal considerations with regard to clinical records. The student should be aware that all information contained in the case file is strictly confidential and a signed release is necessary for use of case information for other than clinical purposes or for audio and/or videotaping of the client.

The UND Speech, Language, and Hearing Clinic has established specific privacy and confidentiality policies and procedures in order to comply with the legal responsibilities necessary to protect personal health information. These policies and procedures are summarized in the Practicum Forms section beginning on page 73 of this Handbook.

Observations by Significant Others: Parents, spouses, and significant others may be invited to observe client sessions. It is the clinician's responsibility to demonstrate the use of the audio system to these observers.

Name tags: When students engage in any clinical activities, including observation, they are required to purchase a permanent name tag which should be worn during all clinical assignments including outposts. If the tag is lost or needs to be changed, this can be done at the beginning of each semester.

Clinic Dress Code

While in the clinic, as either a clinician or observing, all students must be professionally dressed and must wear nametags. Professional dress is also required at outpost settings such as Head Start, Toddler Language Circle, screening sites, nursing homes, and school field experience assignments.

If there is an infraction, supervisors will (depending on the situation):

- 1) Inform the student of the infraction (a record will be kept)
- 2) Require the student to change to appropriate attire before seeing the client or participating in the activity (e.g. screening). This may result in canceling and rescheduling a session.
- 3) Provide a jacket, sweater, or shirt that the student may wear over his/her inappropriate clothing for that session/activity.

Continued failure to adhere to the dress code will result in removal from clinical practicum for that semester.

Guidelines:

- No skin showing from neck to knee (when bending)
- Sleeveless shirts are acceptable, but the straps must be 2 inches wide and both shoulders must have straps
- No tight clothing that might be construed to be suggestive to the average person
- Clothing must be clean and in good condition. Things that are torn, worn, or ripped should be left for outside of the clinic

- No jeans (except on approved “Denim Days”, denim material should be clean, pressed, free of holes or patches and meet “coverage” guidelines.)
- No tee shirts/sweatshirts with logos/advertising/personal statements/photos etc. (small label such as a designer logo or UND or similar logo is acceptable)
- No sweatpants/gym-type clothing
- No flip-flops (beach-type footwear) or athletic shoes
- No distracting facial jewelry (piercing)
- No facial or oral (lip, tongue) jewelry during clinic activities
- No wet hair (an exception is a rainy or wet snowy day)
- Hair must be clean and well kept
- Leggings must be worn with tops/tunics that only reach mid-thigh
- All visible tattoos must be covered

Conferences with Significant Others: At least one formal parent/significant other conference should be scheduled each semester to discuss the client’s program/progress. This conference should be scheduled in cooperation with the supervisor and a written summary should be included in the client’s file either as a case note, as a section incorporated into the progress report, or as a separate memorandum.

Materials and Supplies: Tests and materials are available for use by clinicians on a checkout basis from the Resource Room, Montgomery 106D. Clinicians may check out materials for use and/or review at any time the Resource Room is open, which will generally be from 8:00 a.m. to 5:00 p.m., Monday - Friday. Materials are to be checked out for the hour of your session only and must be returned promptly. Materials may not leave the building except for use in an outpost. If materials are checked out for use in an outpost, they must be returned each day and must never be checked out for the semester. Typically, materials are not to be checked out for use in student teaching. The clinic coordinator may grant exceptions. Clinicians who have sessions scheduled at 8 a.m. may check out materials at 4 p.m. the day preceding the session. Students may be asked to assist in the Resource Room when student worker help is limited. **Student clinicians are asked to PLEASE help keep materials in order in the Resource Room. Materials are of no use to you or other student clinicians if they are not returned to the appropriate shelves and kept in order.**

Failure to return all materials and supplies promptly may result in denial of use of the Resource Room by the offending student. Failure to return materials and supplies by the day clinical grades are recorded during finals week will result in a grade of incomplete in practicum.

Test Closet Check-Out Procedure: Graduate students enrolled in CSD 584/585 may check-out tests for a 24-hour time period. Undergraduate students may check-out tests, but they must remain in Montgomery Hall. All students and faculty are expected to sign-out each test. It is the responsibility of the student to ensure all materials are contained in the test when they check-in and check-out the test. If a component of the test is missing, that CSD student will be responsible for replacing the item.

Safety Materials: Latex gloves and tongue depressors are available in the main office for use in clinic activities. Please ask the person at the desk for these items. Universal Precautions and Risk Management supplies are in each therapy room. If the supplies are low or out of stock, please inform the departmental secretary.

Personal Materials and Supplies: It is important that students purchase some personal materials/supplies for use in practicum activities. It is not practical to have these items available in the Resource Room. Items recommended include antibacterial hand sanitizer, stopwatch, hand-held audio recorder, foldable or hand-held mirror, and a timer (count down and/or up). In addition, the following craft items are recommended for your “treatment kit”: index cards, markers/crayons/colored pencils, scissors (child proof), clips/stapler, scotch tape and/or masking tape, paper (notebook and construction), glue stick and stickers.

Materials Committee Students enrolled in CSD 484, 485, and 584 pay an additional fee as part of their tuition payment each semester to cover some of the expenses of clinical practicum. A portion of these fees is used to purchase new materials for assessment and intervention purposes, as well as to replace materials due to “wear and tear”. A faculty-student committee is responsible for the selection and purchase of materials.

Emergency Procedures: Procedures for vacating the building in case of emergency will be reviewed during a practicum meeting each semester. Be certain that you know these procedures. Further, fire drills are staged periodically by University safety officers. Some general comments: **NEVER** leave a child unattended. Review the second floor exit areas with adult clients scheduled in rooms on that floor.

Practicum Enrollments

Students enroll in the following sequence of practicum courses. The number of credit hours for which a student enrolls will vary, but typically, enrollment is limited to one practicum each semester for two credits.

- CSD 484 -- Clinical Practicum I
- CSD 485 -- Clinical Practicum II
- CSD 584 -- Clinical Practicum: Speech/Language Pathology
 - including the following:
 - UND
 - Non-thesis Externship
 - Externship
- CSD 585 -- Practicum in the Schools
- CSD 586 -- Advanced Clinical Practicum: Audiology

Undergraduate Practica -- CSD 484, 485

Students will register for CSD 484 and 485. The two enrollments typically are during the student's senior year. At this level, students will be provided with a variety of clinical observation experiences to meet ASHA requirements in this area.

During enrollment in CSD 484 and CSD 485, students will accumulate sufficient clock hours to meet ASHA's 25 hour observation requirement. All of these clinic hours will be logged as observation hours. It is anticipated that these observations will include:

1. videotaped observations;
2. short-term observations of live clinic sessions;
3. observations of screening/evaluation services;
4. observations of outside agencies such as the public schools; ~~and~~
5. at least one long-term observation experience in which the beginning clinician works closely with the case clinician for the entire semester.

Graduate Practica

During the CSD graduate program, students are required to participate in clinical practicum each semester that they are enrolled. Students must successfully complete a **minimum of three semesters** within the UND Speech, Language and Hearing Clinic program before being eligible for placement in a full-time public school practicum (CSD 585) and/or medical/clinical externship. Clinical skills continue to develop throughout practicum assignments under the supervision of licensed, certified speech-language pathologists and audiologists. For participation in practicum, graduate students follow guidelines and procedures that encompass:

- Recommended procedures for planning assessment/treatment in collaboration with clinical supervision
- Appropriate delivery of assessment/treatment plan accompanied by supervisor observation/guidance
- Submission of written work in timely manner
- Following dress codes guidelines
- Adherence to ASHA Code of Ethics and confidentiality guidelines

Students will receive a practicum grade for each client assignment. The final practicum grade each semester will be based on individual client assignment grades and supervisory consultation regarding clinical skill mastery. Should a practicum student receive a semester grade of "C" for a client(s) assigned during a semester an action plan to address clinical insufficiencies will be created and the clinician will repeat enrollment in that practicum before being considered for placement in student teaching or clinical externship. The action plan drafted by the student and the clinical supervisory team would be used the following semester to track progress of skills identified as a concern, and the student would need to meet described levels of mastery in order to proceed with the practicum sequence. These guidelines insure a level of preparedness for each student to be successful in student teaching/externships with careful attention to the development of clinical skills. Automatic progress through semesters of clinical practicum without such attention may result in the inability to achieve such levels of clinical competence.

Graduate practica includes several options:

CSD 584: UND for 1-16 credits (call numbers available from academic advisors): used for in-clinic, outpost assignments, and diagnostic evaluations.

CSD 584: Externship for 1 to 16 credits is used for externships. Such externships may or may not be a part of the requirements for the non-thesis option.

During the second year of graduate work (fall, spring or the following summer), students may complete full-time practicum placements in a school setting (student teaching) or a clinical setting (externship). These placements are scheduled after appropriate coursework is completed and with the approval of the student's academic advisor. At a minimum, students must also have successfully (grade of "B" or better) completed at least three enrollments of CSD 584: UND.

Applications for placement in student teaching or externship will not be accepted before the beginning of the second academic semester of the first year of graduate school. This is the semester when students begin making a decision about thesis or non-thesis option. Students that choose the non-thesis option must complete a clinical externship of at least 10 full-time weeks. This externship is typically in addition to the student teaching placement. Students who choose to write a thesis are not required to complete the full-time externship requirement, but may choose to do so, either on a full or part-time basis. The student teaching placement is required to meet educational certification requirements in North Dakota and many other states. This placement is for at least 10 full-time weeks. Students should plan to enroll for one credit per full-time week of the placement for both student teaching and externship placements.

While efforts are made to meet each student's requests regarding when and where he/she would like to complete the student teaching or externship placement, the department cannot guarantee that the student's choice of either semester or location can be met.

The externship site requirements are specific to each setting. Written recommendations concerning performance and a final grade shall be submitted to the department by the on-site externship supervisor(s).

Externship Practicum Assignments and Practicum in the School Setting

Students who wish to apply for student teaching or a clinical externship should meet the following criteria.

1. Each student must have the approval of her/his advisor for each external site practicum and/or school placement prior to initiating any arrangements for these placements. This approval is provided when the advisor signs the "Application for Clinical Externship" form (available in following Forms Section in this Handbook), available from the graduate advisors. **NO ATTEMPT SHOULD BE MADE TO ARRANGE FOR EITHER OF THESE PRACTICUM PLACEMENTS PRIOR TO RECEIVING THIS APPROVAL FROM THE GRADUATE ADVISOR.**
2. Prior to enrolling in an external practicum placement and/or a practicum placement in the schools, **each student must have successfully completed (grade of "B" or better) a minimum of three semesters of enrollment in CSD 584—Advanced Clinical Practicum, UND** (for example: fall semester, spring semester, and summer session) and have received the recommendation of her/his clinical supervisors to proceed with the practicum in the external site or school placement.

3. If a student chooses to complete both an external practicum placement and a school placement practicum, only one of these practica may be at a site that will require the student to be away from campus during the semester. That is, either the external practicum placement site, or the school practicum site, must be within the immediate Grand Forks area, enabling the student to keep contact with the department and attend periodic meetings with her/his advisor during that time period.
4. Any exception to the above must be approved by a committee of all graduate advisors.

Externship Sites

Clinical experience may be gained in a variety of settings. A partial listing of approved sites is as follows:

Altru Rehab, Grand Forks
Deer Lodge Centre, Winnipeg, Manitoba
St. Amant Centre, Winnipeg, Manitoba
Society for Manitobans with Disabilities, Winnipeg, Manitoba
Sanford Health, Fargo, ND
Sanford Heath Center, Bismarck, ND
St. Alexius Medical Center, Bismarck
Riverview Healthcare, Crookston, MN

Other externships can be individually arranged to meet the interests and needs of individual students. Types of communication disorders dealt with will vary depending on the practicum site and may include the following major disorders: voice, language, articulation, stuttering, and hearing. Graduate students interested in planning an externship should discuss this with their academic advisors and complete an Application for Externship. Externships should be planned at least six months prior to the placement.

CSD 585: Practicum in the School Setting

The student who plans to enroll in CSD 585 must have successfully completed three semesters of graduate practicum. Students completing the practicum in the school setting must register for 10 weeks of full-time practicum (10 credits) in the school setting. In addition, T&L 400 must be taken prior to the student teaching assignment. A complete list of the required courses for teacher certification is provided in the section entitled “Undergraduate Curriculum”.

Application for student teaching should be coordinated through your graduate advisor.

CSD 484, 485, 584 Class

While enrolled in any practicum, students are required to attend a one-hour weekly class. (This is often referred to as “Noon Meeting.”) The content of this class typically includes:

Care Management
Clinic Procedures
Clinical assignments
Initial meetings with supervisors
Clinic calendar
Initial client/parent contact

- Initial administrative duties
- Initial clinical sessions
- Client contact
- Confidentiality requirements, including HIPAA guidelines
- Clinic files and working folders
- Clinician mailboxes
- Videotaping schedules and procedures
- Resource Room procedures

Credentialing

- Requirements for the Certificates of Clinical Competence
- Requirements for North Dakota State Licensure/ School Certification
- Requirements for Manitoba Licensure
- Ethics
- CAA Standards
- Scope of Practice & Preferred Practice Patterns
- Case Study Presentations
- Evidence-Based Practice Procedures
- Advocacy issues
- Case staffings
- Risk management procedures
- Externship presentations
- Innovative activities, procedures, materials, ideas

Additional Graduate Student Responsibilities

Teaching/Service

The Department of Communication Sciences and Disorders requires graduate students to complete 15 hours of teaching/service activities during the course of their training.

The Graduate Advisor is responsible for assigning and monitoring experiences that will fulfill this requirement. Graduate students are responsible for maintaining a record of supervised service activities (log form in the following forms section in this Handbook).

Students who are awarded a Graduate Teaching Assistantship will fulfill additional responsibilities to supplement those supervision and teaching experiences described above. These experiences may include teaching, administrative assignments, etc. GTA's will be required to submit a weekly record of completed assignments.

Supervision of Practica

The faculty of the Department of Communication Sciences and Disorders is dedicated to quality supervision of the clinical services provided by students. Direct supervision is provided according to the standards specified by the American Speech-Language-Hearing Association. At least 25 percent of the sessions conducted by a student clinician are supervised, with such supervision being appropriately scheduled throughout the training period and 50 percent of diagnostic sessions.

Supervision is provided through a combination of the following methods: direct observation of client-clinician relationships, oral and written feedback, video and/or audio taping of clinical sessions, and conferencing. Informal clinician supervisory conferences are conducted throughout the semester as deemed appropriate.

Evaluation of Supervision

Student clinicians have an opportunity to evaluate supervisory performance. Although written and oral feedback are exchanged throughout the semester on an informal basis, students formally evaluate faculty supervisors at the end of each academic semester.

Privacy and Confidentiality Policies and Procedures **UND Speech, Language and Hearing Clinic**

The UND Speech, Language and Hearing Clinic is obligated to protect the privacy of individual health information in accordance with applicable law and all UND health care component level policies and procedures related to privacy of individual health information. The UND Speech, Language and Hearing Clinic will not disclose protected health information (PHI) without written authorization, except where permitted or required by state and federal law. The UND Speech, Language and Hearing Clinic will use reasonable efforts to limit use, disclosure, and requests of PHI to the minimum necessary to carry out the intended purpose of the use, disclosure, or request.

UND students who require access to PHI while participating in training and educational programs will protect PHI in accordance with the policies and procedures of the site at which they are participating and will not use, disclose or request PHI in a manner that violates the policies and procedures of UND, the Speech, Language and Hearing Clinic, or state and federal laws.

All faculty, staff, work-study students, and undergraduate and graduate students who will have access to PHI from the UND Speech, Language and Hearing Clinic must successfully complete an on-line training program. This training program may be accessed through the UND Web site. You will be given specific information about how and when to complete this training module. At the completion of that training session, each of the above individuals must sign a form indicating that they have successfully completed the training session. The signed form will be kept in each individual personnel file. In addition, each student involved in any level of clinical practicum experience will be required to sign the Privacy and Security Agreement.

What Should We Do to Safeguard Protected Health Information (PHI)

Remember that our duty to protect health information extends to all forms of information: written, electronic, and oral. We should:

- Make every attempt to keep oral communication with or about patients as private as circumstances allow (move to a private room, keep voice low, move to a corner of a room, etc.)
- Never discuss patients in public spaces, such as the Speech, Language and Hearing Clinic waiting room, Room 106, hallways, bathrooms, Clinic Office, etc.
- Account for lists of patients, treatment schedules, test results, staffing notes, etc. during conferences with supervisors and/or family members, staffings, or other meetings and do not leave materials in meeting rooms or in Room 106.

- Be sure that any patient information that is posted (i.e., schedule boards) is not visible to the public
- Be aware of the position of computer screens—take care that unauthorized persons do not read patient data over your shoulder, and be sure to log off when you are finished viewing patient information so that it is not “up” on the screen for all to see.
- Use passwords that are not easy to guess and keep computer passwords secret.
- Put passwords on personal digital assistants or hand-held personal computers and on screen savers so that only you can access them.
- Never share computer passwords or accounts with anyone else.
- Never e-mail patient information that can be identified.
- Secure documents that contain PHI before creating spreadsheets, access databases, or any other electronic information (e.g., create a password, use secure LAN drive).
- Verify correct FAX numbers when sending patient information and always use the confidentiality cover sheet. If you receive an unintended FAX that contains patient information, immediately inform the sender and place the patient records in locked containers or shred the information.
- Keep private offices that contain patient records locked when not in use and keep patient records in locked files.
- Be sure that medical records areas are staffed at all times or lock these areas when not attended.
- Use the Speech, Language and Hearing Clinic’s established procedures for gaining access to patient/client records. Employees should not “look up” their own records at their desks, and should never access anyone else’s record, including a spouse or other relative.
- Take special care to respect the privacy of coworkers and colleagues who are patients. Do not discuss the health care services of your coworkers with anyone who is not directly involved in their care. Do not ask coworkers why they are patients or reasons for accessing health services.
- Limit the amount of patient information you access to the minimum necessary to do your job.
- Dispose of unneeded patient information by giving it to the departmental secretary who will shred the documents. Never dispose of this information in regular trash.
- Never remove patient records from the Speech, Language and Hearing Clinic.
- Be sure that patients/clients have agreed to receive appointment reminder calls and do not leave messages with others who may answer the patient’s/client’s phone. Ask patients/clients if they would prefer to be called at work or not receive such calls.

- Never send postcards to patients'/clients' homes with appointment reminders or with test results.
- Respect patients'/clients' privacy when asking for medical information over the phone. Do not repeat information so that others in the waiting room or clinic office areas can identify the patient or hear personal information.
- Consider confidentiality when asking patients/clients to sign an attendance form. Sign-in sheets should never include the reason for the visit.
- Do not ask patients/clients aloud why they are attending the Speech, Language and Hearing Clinic. For example, do not ask, "Are you here today for your hearing test?" in full earshot of all others waiting in the clinic area.
- Verify the identity of individuals who request patient/client information. Do not disclose health information to unauthorized people, including family members and friends of patients, unless the patient has given permission.
- Do not e-mail patient information unless the patient/client has requested such communication.
- Always follow the University of North Dakota and the UND Speech, Language and Hearing Clinic's policies and procedures, and seek direction and advice from appropriate administrative representatives when planning departmental or program events that may involve sending information or solicitations to patients/clients, fundraising activities, or use of health information in any way.
- Always follow policies and procedures and seek direction from designated administrative personnel when considering research projects that involve patient/client information or before forming databases of patient information for any purpose.
- Consult established policies and procedures when using or disclosing patient/client information.
- Never make copies of patient/client records "on the spot" to give to patients/clients or family members.

Adapted from: HIPPA Privacy Team (May 2002). The Ohio State University Medical Center, Columbus, Ohio.

The following procedures will be observed when dealing with PHI housed within the UND Speech and Hearing Clinic:

Patient/Client PHI Security

1. All patient/client files will be kept in a locked file cabinet in a locked office. When access to a file is needed in the course of providing patient/client services within the clinic, the clinic's established check-out procedure will be followed.
2. The patient/client files may never be taken out of the Speech, Language and Hearing Clinic.
3. When patient/client files are taken to faculty and/or student offices and workrooms, care must be taken to assure that the confidentiality of the file is protected at all time. These files must never be left unattended where they may be seen by an unauthorized individual.

4. Content of patient/client files may not be copied and/or released without written authorization from the patient or the patient's legal representative. If requests for patient/client files are received by telephone, the appropriate release of confidential information forms must be mailed to the patient/client for appropriate signatures prior to sending the requested documents.
5. All file copying and/or distribution must be done only after it has been confirmed that the patient/client has authorized the release by signing the appropriate release forms. Only those specified portions of the files requested and authorized may be copied and released.
6. File copying and/or distribution should be done by Clinical Faculty and/or Staff. File contents should never be copied and/or distributed by a student or part-time staff member.
7. No patient/client information may be sent by e-mail unless password protected in a separate file.
8. When patient/client information is to be mailed, it is the responsibility of the student/graduate clinician to confirm the accuracy of the mailing address of the recipient.
9. If patient/client information is to be faxed, the recipient's fax number must be confirmed before sending the information. All faxed patient/client information must contain the cover sheet designating it as a confidential document for the recipient only.
10. All identifying patient/client information that is posted within the Speech, Language and hearing Clinic must be kept confidential. All appointment and cancellation notices that could be seen by the public must not include patient/client names or other identifying information such as diagnosis, type of appointment, etc.

Report Writing and Record Keeping of PHI

1. All client records such as initial diagnostic reports, progress notes/reports, treatment plans, and lesson plans must be kept confidential. These documents must never be stored on a personal computer or on any department computer, unless password protected.
2. Hard copies of patient/client files that are being shared between student clinicians and their clinical supervisors must be kept confidential. The reports should be kept in an envelope when being transferred between student and faculty and the envelope should be clearly identified as a patient/client document to be seen only by the student and her/his supervisor.
3. Weekly clinical attendance reports filed by students must be kept confidential and must not be kept in an open compartment that could be seen by unauthorized individuals.

Audio and Videotaping During Clinic Sessions

In order to meet the service and training mission of the Clinic, it will be necessary to audio and videotape sessions or parts of sessions. The following procedures will be followed when video or audiotaping in the clinic:

1. A signed "Authorization for Use of Clinical and Scientific Materials" form must be in the client's file before any audio/videotaping can be done.
2. The clinician will check out an audio from the departmental secretary when needed for clinic taping during the semester.
3. At the end of the semester, the tapes will be returned to the departmental secretary.
4. The audio and/or video (iPad, cameras, etc.) must be deleted within 24 hours of recording.

Patient/Client Privacy and Policy Procedures for the UND Speech, Language Hearing Clinic. As of April 14, 2003.

1. Each of the current patients/clients will be provided with a copy of the UND Speech, Language and Hearing Clinic's Patient Privacy Notice and will be requested to sign the Acknowledgement of Notice of Patient Privacy Practices form. This signed form will be placed in the patient's file.
2. If a current patient/client requests copies of PHI or requests that PHI be forwarded to some outside agency, the patient/client will be asked to sign the appropriate release of confidential information forms prior to sending the information.
3. Any patient/client that is seen through the UND Speech, Language and Hearing Clinic for the first time after April 14, 2003, will be required to sign all of the appropriate HIPAA approved forms regarding confidentiality and security of the PHI.
4. The UND Speech, Language and Hearing Clinic's Patient/Client Privacy and Policy Procedures will be reviewed periodically to assure that the process is working efficiently. If any changes in the procedures are needed, they can be made if the changes do not impact any of the Privacy and Policy Procedures for the University of North Dakota.
5. Questions regarding any of the UND Speech, Language and Hearing Clinic's Privacy Policies and Procedures should be directed to the Privacy Officer or to the Privacy Coordinator for the UND Speech, Language and Hearing Clinic.

Practicum Forms

General Guidelines: Typical Clinical Reports

The following pages contain sample formats for the following clinical reports:

1. Diagnostic Evaluation
2. Semester/Summer Treatment Plan
3. Semester/Summer Progress Report
4. Lesson Plan (format and sample included)

This is the general format that should be followed for the UND Speech, Language and Hearing Clinic reports. In some cases the faculty supervisor may work with you to make some modifications based on the specific needs of your particular case. However, it is important to maintain as much consistency as possible for all clinic documents.

Writing Style Specifications:

Clinic Letterhead: The first page of all reports should be printed on clinic letterhead. This is available to you in a Word file on Blackboard for CSD 584.

Font and Font size: The report title on page 1 should be in 14 point Times New Roman. Centered heading should be 12 point Times New Roman, and the rest of the report should be in 11 point Times New Roman including text and any additional sub-headings. See the suggested format for sections that should be bold or italicized.

Margins: Use 1 inch margins and left justification except where indicated for centered headings. Single space text and note suggested spacing between sections.

Signature lines: Note the titles and format for signatures. **Always use black ink** when signing reports.

Final copies: Use **paper clips rather than stapling final approved reports**, as copies may need to be made. Indicate the name and address of others that are authorized to receive a copy of the report including one for the client's UND file. Students submit all copies required to their supervisor.

Other Information:

Please note that past copies of reports in the case files may not follow exactly the format that is now recommended as formats do change over time. If you would like to see copies of sample reports, please consult with your supervisor. Please adhere to **due dates** that are specified in the notes sections on each format.

Remember to be as consistent as possible in following the formats and work with your supervisor if any changes are needed for a specific case.

Require a password to open a document

For PCs:

1. Open the document.
2. On the File menu, click Save As.
3. On the Tools menu in the Save As dialog box, click General Options.
4. In the Password to open box, type a password, then click OK.
5. In the Reenter password to open box, type the password again, and then click OK.
6. Click Save.

For Macs:

1. Open the document.
2. On the “Word” menu, click preferences.
3. Click Security.
4. Type “clinic16” in the Password to open box.
5. Click OK.

A password to open is sufficient to protect the document. You do not want to restrict your supervisor from editing the report, so do not select “Read Only” or require an additional password for editing.

For Clinic Reports use the following for the password: clinic16 (the number is the year, so if the report is generated in 2016 it would read “clinic16” or in the year 2017, it would be “clinic17”).

Diagnostic Evaluation

Name: _____ **Date of evaluation:** _____
Birthdate: _____ **Clinic file no.:** _____
Parents: _____ **Diagnosis:** _____
Address: _____ **Diagnostician(s):** _____
Telephone: _____ **Supervisor:** Name, degree, CCC-SLP
Email: _____ Speech-Language Pathologist

Introduction

This section includes: the client's name, age, sex; people bringing or accompanying the client; referring agency/person; presenting complaint (with explanation as appropriate); associated services; previous evaluations/treatment.

History

For discussion: developmental/medical history; speech, language and hearing history; family and social history; educational and/or occupational history; psychological/emotional history, if pertinent. For a child client, include information on pregnancy and birth history, general developmental history including speech and language, as well as education and behavioral information as necessary. For an adult, include only those areas of the history that pertain to the presenting problem. Include summaries of previous relevant testing, including examiner, agency, and date of evaluation.

Assessment Findings

First paragraph can include general description of the assessment procedures used in the evaluation, as well as a description of behavioral observations (the client's responses to the clinical setting and assessment tasks).

Language Comprehension and Production:

State test results (client's standard score, percentile rank, and the mean and standard deviation for the test), describe factors that appeared to influence performance; provide a brief interpretation of the significance of test findings including areas of strength and concern. Discuss observation and formal evaluation findings regarding: (1) receptive language—semantics, syntax; (2) expressive language—semantics, syntax, morphology; (3) pragmatic language; and (4) cognition/play (for children). Provide language sample information and compare with formal test findings. Provide terminology explanations as necessary.

Speech Sound Production:

Include test findings as described above; also describe intelligibility of conversational speech and compare to formal test findings. Identify and provide an analysis of sound errors, including patterns of sound errors and stimulability for sound errors. Also, discuss rate, prosody, intonation, and inflection of speech. Provide terminology explanations as necessary. When describing sound errors and using arrows or slashes, define use of these symbols (e.g., when using slashes: d/z (/d/ is substituted for /z/); then proceed with listing of sound errors using this symbol pattern.

Fluency:

Provide information regarding fluency of connected speech. Include the type and frequency of any dysfluencies; associated motor behaviors; avoidance of sounds, words, or situations, anticipation of stuttering; speech rates with/without dysfluencies.

Voice:

Describe quality (hoarse, aphonic, etc.), pitch, resonance, breath support, muscular tension, and stimulability for improved voice if appropriate.

Oral-facial Examination:

Discuss facial and oral structures and function with an emphasis on aspects that may affect speech and swallowing production.

Hearing:

Provide information regarding hearing screening or auditory assessment, as well as middle ear status including otoscopic findings.

Additional Observations

Include this section as needed to describe other significant observations or information that do not fit under other categories.

Summary

In this last section, provide a summary or interpretation of the findings, and a diagnosis if applicable, using a concise statement. This section may also include severity and prognostic statements.

Recommendations

Recommendations may specify: type of treatment, no treatment, re-evaluation at a later time; suggestions for the client and caregivers; necessary referrals or consultations. Tentative intervention goals may be listed, including possible collaboration with other agencies/specialists.

Susan Student, B.A.
Graduate Student Diagnostician

Stacey Supervisor, M.A., CCC-SLP
Speech-Language Pathologist, Supervisor

NOTE:

Body of report should be in past tense verb form (recommendations may be made in past or present). Type should be 11 point Times New Roman for text, 12 point Times New Roman for major headings and 14 point for "Diagnostic Evaluation". Use of tables can organize information effectively. You may order sections under Assessment Findings so the presenting complaint of the client is the first section discussed, with all other communication parameters following. If there are no problems with voice and fluency, these sections can be combined. Test names should be italicized followed by author last names and year in parenthesis: *Arizona Articulation Proficiency Scale 3 (AAPS-3)* (Fudala, 2000). If you will be using the test acronym later in the report you need to provide it the first time you cite the test.

Hints: Sign in black ink, use clips so copies can be made, do not end pages with headings or begin pages with signatures.

FALL 20__ TREATMENT PLAN

Name:	Report date:
Birthdate:	Clinic file no.:
Parents:	Diagnosis:
Address:	Diagnostician(s):
Telephone:	Supervisor: Name, degree, CCC-SLP
Email:	Speech-Language Pathologist

Introduction

This section should describe that the client is receiving services at the UND Speech, Language and Hearing Clinic, the referral source, when the client was evaluated, when the client was initially see for service, the number of semesters the client has received service, the number of times per week the client is currently scheduled, and any other pertinent introductory information.

Assessment

This section should include a summary of the assessment data that describes the client's performance and the rationale for goal selection. This may include a brief synopsis of diagnostic information if the evaluation was recent, but should focus on the assessment (baseline data) that was gathered during the first session or two. The information should be specific so that the reader understands fully the client's current level of functioning for the targets that will be selected for treatment or intervention. Think of this section as providing rationale for why you have selected the goals that will follow.

Goals and Objectives

The goals should be numbered consecutively (i.e., 1.0, 2.0, 3.0, etc.). Objectives, which follow the goal, should also be numbered consecutive with the first number referring to the goal (i.e., goal 1.0 should have objectives numbered 1.1, 1.2, 1.3, etc.).

Goals should be written behaviorally and should include "who will do what (target), how much (criterion), and under what circumstances (with whom, where, when, etc.).

The objectives should contain a sequence of steps from simple to complex, which will lead to mastery of the goals. The statements should be concise and include what will be done under what circumstances, and at what criterion level.

A concise summary of your plan for measuring the progress for **each goal** needs to be included ("Measurement Plan") and should follow each goal and corresponding objectives. Describe your measurement plan in terms of frequency of measurement, type of measurement (descriptive or objective), and how measurement will be displayed (charting, graphing, etc.).

Example for formatting goal section:

Goal 1.0

John will produce /s/ and /z/ with 85% accuracy in conversational speech elicited while playing with the clinician.

Objectives

John will:

- 1.1 produce the target sound in isolation with 85% accuracy when provided a model and visual phonics cue by the clinician.
- 1.2 produce the target sound in the initial position of CV syllables with 85% accuracy when provided a model and visual phonics cue by the clinician.
- 1.3 etc.

Measurement Plan

Goal 2.0

(etc.)

Other Significant Information

Use this section to describe the general approach that you will take with your intervention: organizational structure, reinforcement, motivation, and behavioral strategies that are planned, how you will include home programming or other generalization strategies, and other pertinent information (e.g., hearing concerns, collaboration with other agencies/professionals that is anticipated).

Susan Student, B.A.
Graduate Student Diagnostician

Stacey Supervisor, M.A., CCC-SLP
Speech-Language Pathologist, Supervisor

NOTE:

The rough draft of the treatment plan should be submitted to the faculty supervisor for review NO LATER THAN the day after the fifth session with the client. Typically present tense is used for treatment plans with either present/future tense used for the “Other Significant Information” section. Use 11 point Times New Roman font for text, 12 point Times New Roman for centered headings, and 14 point for “Semester 20__ Treatment Plan.” Remember that the use of tables can often organize information effectively. A copy of the final treatment plan should be placed in the file in the main office and one copy should be given to your supervisor.

Hints: Sign in black ink, use clips so copies can be made, do not end pages with headings or begin pages with signatures.

FALL 20__ PROGRESS REPORT

Name: _____ **Report date:** _____
Birthdate: _____ **Clinic file no.:** _____
Parents: _____ **Diagnosis:** _____
Address: _____ **Diagnostician(s):** _____
Telephone: _____ **Supervisor:** Name, degree, CCC-SLP
Email: _____ Speech-Language Pathologist

Introduction

This section should describe that the client received services at the UND Speech, Language and Hearing Clinic, the referral source, when the client was evaluated, when the client was initially seen for service, the number of semesters the client has received service, the number of times per week the client attended intervention during the current semester, and any other pertinent introductory information.

Assessment

This section will essentially be the same as that included in the treatment plan with the tense adjusted to past tense. You may make some modifications based on what actually happened during the semester (e.g., you may have made some adjustments to your plan that included some additional assessment data or observations).

Goals and Progress

The goals should be numbered consecutively (i.e., 1.0, 2.0, 3.0, etc.). Objectives should not be included in the Progress Report. Goals should be written as they appear in your Treatment Plan. A progress statement should be written for each goal and should follow each goal with a heading. The progress can be written quantitatively or descriptively, or both. Tables can often summarize your data effectively.

Example of formatting for goals and progress section:

Goal 1.0

John will produce /s/ and /z/ with 85% accuracy in conversational speech elicited while playing with the clinician.

Progress

John did not meet this goal; however, he was able to

Goal 2.0

Progress

(etc.)

Other Significant Information

This section will include a description of how the client responded to intervention, including the approaches (materials and activities that worked best), behavioral and motivation strategies that were successful, etc. It should include descriptions of generalization activities (home programming, etc.) and collaboration efforts with other agencies.

Recommendations

This section includes the general recommendations regarding continuing or discontinuing services, as well as specific suggestions regarding targets for further intervention or referrals that may be needed.

Susan Student, B.A.
Graduate Student Diagnostician

Stacey Supervisor, M.A., CCC-SLP
Speech-Language Pathologist, Supervisor

NOTE:

The rough draft of the progress report should be submitted to the faculty supervisor the day following the last session with the client. Typically past tense is used for progress reports with either present tense used for the “recommendations” section. Use 11 point Times New Roman font for text, 12 point Times New Roman for centered headings, and 14 point for “Semester 20__ Progress Report.” Remember that the use of tables can organize information effectively. You may also want to append information related to progress, such as language samples or vocabulary lists, etc. A copy of the final treatment plan should be given to your supervisor. Please do not staple, use a paper clip to secure pages together.

Hints: Sign in black ink, use clips so copies can be made and do not end pages with headings or begin pages with signatures.

**UND SPEECH, LANGUAGE & HEARING CLINIC
DAILY LESSON PLAN**

CLIENT:

CLINICIAN:

SUPERVISOR:

DATE:

TARGET BEHAVIOR

ACTIVITIES & PROCEDURES

DATA & OBSERVATIONS

TARGET BEHAVIOR	ACTIVITIES & PROCEDURES	DATA & OBSERVATIONS

**UND SPEECH, LANGUAGE & HEARING CLINIC
DAILY LESSON PLAN**

CLIENT:

CLINICIAN:

SUPERVISOR:

DATE:

<p style="text-align: center;">TARGET BEHAVIOR (What you want the result to be)</p>	<p style="text-align: center;">ACTIVITIES& PROCEDURES (How you plan to get the result)</p>	<p style="text-align: center;">DATA& OBSERVATIONS (The results stated objectively, the plan for the next session based on the results, and subjective observations)</p>
<p>1. Document the TARGET BEHAVIOR: Your <u>purpose</u> for doing the specific activity OR Your <u>objective</u> for the session</p> <p>2. Include expected CRITERIA LEVEL for each target as appropriate.</p> <p>Examples may be:</p> <ul style="list-style-type: none"> • Evaluate client's articulation production (<u>purpose</u> = evaluate) • Client will produce /s, z/ with 80% accuracy in words. (<u>objective</u> =1.1 on Treatment Plan) 	<p>1. Document ACTIVITIES: What you plan to do What materials you plan to use</p> <p>2. Document PROCEDURES: How you will implement the activity -how you will cue (imitation, elicit) -when you will give the cues -for groups, how you will get responses from each without skewing the results</p>	<p>1. Document the DATA for each target behavior in the same language as it is stated in the TARGET BEHAVIOR section (if target is 8/10, then document the # Correct / 10 here).</p> <p>2. Document the PLAN for each target: -change criteria to easier/harder (objective) -no change to insure maintenance of ability -change activity to make the task more challenging -change the procedure (level of cues) to make the task more challenging. -add a new goal/objective to Treatment Plan</p> <p>3. Document OBSERVATIONS Subjective information about things you noticed. -comments from parents -comments from client -behavior issues -newly identified difficulty that may be worth looking into more thoroughly for target this semester or as a recommendation for next semester -contact made with facility/organization outside the clinic</p>

There should be a natural flow between the TARGET BEHAVIOR, DATA/PLAN, and the next session's TARGET BEHAVIOR.

Guidelines for Student Teaching (CSD 585: School Externship) and Externship Placement (CSD 584)

Student Qualifications:

1. Student must have completed at least three enrollments of CSD 584 with a grade of “B” or better and have the recommendation of the Clinical Faculty.
2. Students must complete at least three academic semesters (not including summer) in the Grand Forks area.
3. Students must complete appropriate coursework before placement: for example, in school placements: CSD 400 and most graduate disorder coursework.
4. Students choosing non-thesis option must complete at least a 10-week full-time externship (this typically excludes the school placement).
5. Students wishing to complete teacher certification requirements, must complete CSD 585, a minimum 10-week full-time externship in a school setting.

Application Process (requirements above have been met):

1. Student selects permanent advisor, discusses program of study with advisor, and makes decision for thesis or non-thesis option.
2. Student obtains faculty advisor’s recommendation for placement in School Practicum or Clinical Externship.
3. Student completes application form(s) for school or clinical externship and has it reviewed and signed by his/her advisor.
6. Student submits application to the placement coordinator and schedules a meeting to discuss possibilities for placement and the goals that the student hopes to achieve through the experience.

Identifying Appropriate Clinical Placement Sites:

1. Placement coordinator maintains a list of sites with which the University has clinical affiliation agreements.
2. When new sites are identified, the coordinator verifies the following information:
 - Type of site
 - Client base that is available
 - Experience and certification status of recommended clinical supervisors (3 years of experience and ASHA CCC required)
 - Coordinator works with UND Legal Counsel to negotiate an appropriate student affiliation agreement
3. Assignments are made and confirmed.
4. A list of placements is developed and shared with all CSD faculty members.
5. A University liaison supervisor is assigned. For School Practicum, a clinical faculty member is assigned as the University supervisor. For the clinical externship, the student’s faculty advisor is the assigned university supervisor and the coordinator of placements assists with mid-term and end of semester communications.
6. Off-campus supervisors receive a packet of information that outlines responsibilities including the necessary paperwork to document student progress.

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS
University of North Dakota
Grand Forks, ND 58202-8040

APPLICATION FOR CLINICAL *EXTERNSHIP*

Name: _____ Date of Application _____

Campus Address: _____ Campus Phone: _____

Email Address: _____

Please complete the following information:

1. Will this placement be for the purpose of meeting the non-thesis option externship requirements? ____Yes ____No

2. What semester do you request placement? _____

3. Where do you request placement? Indicate a specific agency or site including address, name and phone number of contact person, if applicable.

4. Indicate the specific population you would prefer: _____ adult _____ pediatric

5. Length of externship (number of weeks) requested: _____

Will the externship be full-time (all day): ____Yes ____No If no, describe the time frame you are requesting: _____

Inclusive dates when placement is possible: _____

6. Briefly summarize the goals you hope to achieve with this externship:

7. Check the courses you have completed or expect to complete **before** beginning the requested practicum:

- | | |
|------------------------------------|---------------------------------|
| _____ CSD 438 Craniofacial Dis | _____ CSD 538 Mgmt of Phon Dis |
| _____ CSD 525 Intro Res SLP & Aud | _____ CSD 542 Neuro II |
| _____ CSD 530 Audiology for SLPs | _____ CSD 550 Motor Sp Dis |
| _____ CSD 532 Neuro I | _____ CSD 551 Dysphagia |
| _____ CSD 533 Invest in Child Lang | _____ CSD 583 Eval/Ser Delivery |
| _____ CSD 534 Artic/Phonology | _____ CSD 580 IPHC |
| _____ CSD 572 Right Hemi Dam | _____ CSD 585 Prac Schools |
| _____ CSD 536 Stuttering | |

Other graduate courses you will have completed: _____

8. Indicate the semesters that you will enroll in CSD 584 **before** your externship:

9. I understand that the faculty placement coordinator and my faculty advisor may need to share information about my University of North Dakota academic and clinical record when negotiating a placement for me. I give my permission for these individuals to share the information needed by the placement site verbally and/or in writing. If a full transcript is requested by the site, the student will request this formally through the registrar and give further permission at that time.

Student's Signature Date

10. _____
Academic Advisor's Signature Date

Check one: Temporary Advisor: _____ Permanent Advisor: _____

Please complete and return this form to the faculty externship placement coordinator.

01/2011

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS
University of North Dakota
Grand Forks, ND 58202-8040

APPLICATION FOR SCHOOL EXTERNSHIP (STUDENT TEACHING)

Name: _____ Date of Application _____

Campus Address: _____ Campus Phone: _____

Email Address: _____

Please complete the following information:

1. What semester do you request placement? _____

2. Do you request placement in the Grand Forks area? _____ Yes _____ No

If not, where do you request placement? Indicate a specific school district including address, name, email, and phone number of contact person.

3. Do you prefer a particular level? _____ No _____ Yes (please indicate)

_____ preschool/elementary _____ middle school _____ high school

4. Inclusive dates when placement is possible: _____

5. Briefly summarize the goals you hope to achieve with this externship:

6. Indicate the semesters that you will enroll in CSD 584 **before** your externship:

7. Check the courses you have completed or expect to complete **before** beginning the requested practicum:

- | | |
|---------------------------------|---------------------------------|
| _____ CSD 400 School Programs | _____ CSD 536 Stuttering |
| _____ CSD 525 Intro Research | _____ CSD 538 Mgmt of Phon Dis |
| _____ CSD 530 Audiology for SLP | _____ CSD 542 Neuro II |
| _____ CSD 532 Neuro I | _____ CSD 550 Motor Sp Dis |
| _____ CSD 533 Child Lang | _____ CSD 551 Dysphagia |
| _____ CSD 534 Artic/Phonology | _____ CSD 583 Eval/Ser Delivery |
| _____ CSD 572 Right Hemi Dam | _____ CSD 580 IPHC |
| _____ CSD 438 Craniofacial Dis | |

Other teacher certification courses you will have completed:

8. I understand that the faculty placement coordinator and my faculty advisor may need to share information about my University of North Dakota academic and clinical record when negotiating a placement for me. I give my permission for these individuals to share the information needed by the placement site verbally and/or in writing. If a full transcript is requested by the site, the student will request this formally through the registrar and give further permission as required by the registrar at that time.

_____ Student's Signature _____ Date

9. _____ Academic Advisor's Signature _____ Date

Check one: Temporary Advisor: _____ Permanent Advisor: _____

Please complete and return this form to the school externship placement coordinator.

01/2011

Credentialing

American Speech-Language-Hearing Association Certification & Membership

Information and forms for certification and membership may be obtained from:

American Speech-Language-Hearing Association
2200 Research Blvd
Rockville, Maryland 20850-2389

www.asha.org

North Dakota Licensure

Information and forms for application may be obtained from:

North Dakota State Board of Examiners in
Audiology and Speech-Language Pathology
PO Box 5143
Grand Forks, ND 58206-5143

North Dakota Teacher Certification

Information and forms for application may be obtained from:

Department of Public Instruction
600 E Boulevard
Bismarck, ND 58505-0440

Licensure/Certification for Other States/Provinces

Information and forms may be obtained for licensure and/or certification from the appropriate government offices of the state/providence in which employment is secured.

Guidelines for Graduates -2nd Year Students (Tips from a Former Student)

Instructions/Guidelines for 2nd Year Students

1. Prepare for and take the SLP Praxis exam.
 - To register for the exam; see <https://www.ets.org/praxis/asha/requirements>
 - Submit test scores to:
 1. ASHA
 2. UND
 3. North Dakota State Board of Examiners on Audiology and Speech-Language Pathology (NDSBE AUD & SLP board)
 - (for ND state SLP license)
 - If your transcripts are not ready, have Dr. Rami send a letter to NDSBE stating that you have completed your degree.
 4. North Dakota Education Standards and Practices Board (NDESPB)
 - (for teaching license IF working in ND schools—not needed for clinical positions)

***#3 and #4 are for students seeking jobs in ND. If seeking a clinical or educational SLP job in another state, follow the procedures for that state.

- Note: List the above 4 recipients when registering online for the exam. You can send 4 reports for FREE. Otherwise, you will have to pay a fee (currently \$50 per report).
2. Turn in your fully completed KASA form to Kelsey Sindelir. Make sure that all the courses you have taken are signed off by your professors.
 - (Note: All signatures in each box must be obtained. One signature does not complete the box.)
3. All ND SLP's: Apply for state SLP license (\$100) at <http://www.ndsbe.com/>.
 - Send Praxis score and college transcripts to the board.
4. ND school SLPs: Apply for ND teaching license at <https://www.nd.gov/espb/licensure/>
 - (Praxis I exam is no longer required to obtain a license.)
 - Application fee (\$30), Initial 2-Yr License (\$70), Fingerprinting Fee (\$25-50)
5. Apply for ASHA membership and Certification at <http://www.asha.org/Certification/SLPCertification.htm>
 - The UND code to enter on the ASHA application form is RA6878. See attached file for codes from other institutions.
 - Be aware of discount deadline for new grads (\$461 as of 2015)
 - Graduate director (Dr. Rami) will need to sign and send you page 5, the checklist for application. He can mail it to you if you are not in Grand forks.
6. Apply to CASLPM to become a member in Manitoba.
See <http://caslpm.ca/>
 - \$835 (\$100 for initial application, \$735 for initial registration and certificate of practice)

7. Utilize the UND Career Services to update your resume and cover letter.
See <http://und.edu/student-life/careers/>

8. Hunt for jobs!!! The following websites may be helpful:

- www.schoolspring.com (education positions only)
- www.jobsnd.com (education/clinical positions)
- www.asha.org/careers
- www.pediastaff.com

Helpful Info:

- If final grades are not posted, ask the graduate director (Dr. Rami) to write and submit a letter to the NDSBE AUD & SLP board or the MB association office stating that you have graduated. They will license you. (Provide them with your final transcript upon receipt.)
- Begin job-searching ASAP. You can still get hired if your resume states that your licenses/praxis scores are pending. Employers will work with you because they need you!
- Keep your CPR certification up to date, as most placements/jobs require it
- Canadians Seeking Employment in the States:
 - Optional Practical Training Visa (OPT)
 - Meet with advisor 2 times, one to start paperwork and one to complete paperwork
 - Recommended 1st meeting in April
 - Recommended 2nd meeting in May
 - *takes approx. 3 months to process before approval is granted
 - MB Canadians
 - Get your criminal background check and your child & adult abuse registry checks completed ASAP (but no sooner than 3 months before graduation), as these forms take a long time to process.
 - Submit the aforementioned forms to CASLPM (first, unopened)
 - Then submit these forms to Manitoba Education and your school division (if working in the schools).
 - Be prepared to send transcripts to all 3 places (CASLPM, Manitoba Education, and school division) from BOTH your *undergraduate* AND your *graduate* universities. If your transcripts are not ready, request Dr. Rami to send a letter to CASLPM stating that you have completed your degree.