

# UNM SHS Graduate Student Handbook

Fall 2011

Department of Speech & Hearing Sciences  
MSC01-1195  
1700 Lomas NE, Suite 1300  
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**UNM Department of Speech and Hearing Sciences  
Graduate Handbook  
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## **I. Introduction**

Welcome to the Department of Speech and Hearing Sciences (SHS). This handbook has been written as a reference for SHS graduate students. It contains information about SHS policies and procedures that are most often needed by graduate students but it is not an exhaustive collection of all UNM policies that pertain to graduate students. All students should also become thoroughly familiar with the SHS Clinic Handbook, the current UNM Catalog (especially the Graduate Program and SHS sections), the UNM Pathfinder Student Handbook, and the ASHA Certification and Membership Handbook. The UNM website, [www.unm.edu](http://www.unm.edu), can lead you to many sources of information, including our department's own website (<http://shs.unm.edu/>).

Your Graduate Program Advisor and the Director of Clinical Services are ready and willing to answer any questions you may have about your academic and clinical program or about your future career. UNM also offers an excellent array of student support services, most of which are listed in the Pathfinder. Please let us help you to have a productive and positive graduate experience.

## **II. History**

In 1947 the Division of Speech was established within the Department of English at UNM, and Fred M. Chreist, Sr. was hired to develop a program for “detecting deficits in pronunciation and the use of the voice.” In 1949 the division became the Department of Speech and by 1953 students choosing to emphasize speech correction were offered nine courses, all taught by Dr. Chreist. The audiology program had its beginnings in 1963, when an audiologist at the Lovelace clinic was hired to teach a course in audiology and a sound-treated booth and audiology equipment were purchased. By 1966, master's degree programs in both audiology and speech pathology were offered by the Division of Speech Pathology and Audiology within the Department of Speech, and the faculty had grown to four professors and three supervisors. The Department of Communicative Disorders was finally established in 1972, with Lloyd Lamb as the first chairperson. Our initial ASHA accreditation in speech pathology was awarded in 1972 and the audiology program became accredited in 1976. The department resided in a small house at 1801 Roma on the main campus until 1980, when we moved to “temporary” buildings at 901 Vassar NE. Our name was changed to the Department of Speech and Hearing Sciences in 1998. In Fall 2004 the department moved to our new, permanent location, 1700 Lomas NE.

Over the past 50 years many dedicated faculty, staff, and students have helped to make this department a productive and respected contributor to the fields of audiology and speech-language pathology. We are proud to have you join us!

### **III. Organization of the Department**

#### Department of Speech and Hearing Sciences Mission Statement

The mission of the Department of Speech and Hearing Sciences at the University of New Mexico is to support the missions of the University and the College of Arts and Sciences by:

- creating and disseminating basic science, assessment, and intervention knowledge about communication sciences and disorders within our own academic discipline, and in collaboration with related disciplines
- providing quality educational experiences in both academic and clinical contexts to prepare students to become effective professionals in speech-language pathology and related professions
- providing excellence in clinical service (a) through the University of New Mexico Speech-Language Clinic and affiliated professionals and agencies in the community; and (b) by providing continuing education and serving as a model for clinical services
- serving the unique needs of the state of New Mexico by increasing the participation of culturally diverse populations in our disciplines, preparing our students to be leaders in a multicultural and multilingual society, and collaborating with other disciplines to ensure our graduates are prepared to provide comprehensive and effective services

#### Organizational Structure

SHS offers an undergraduate major in speech and hearing sciences preparing students for graduate work in either audiology or speech-language pathology, and a graduate program leading to the Master of Science degree in speech-language pathology.

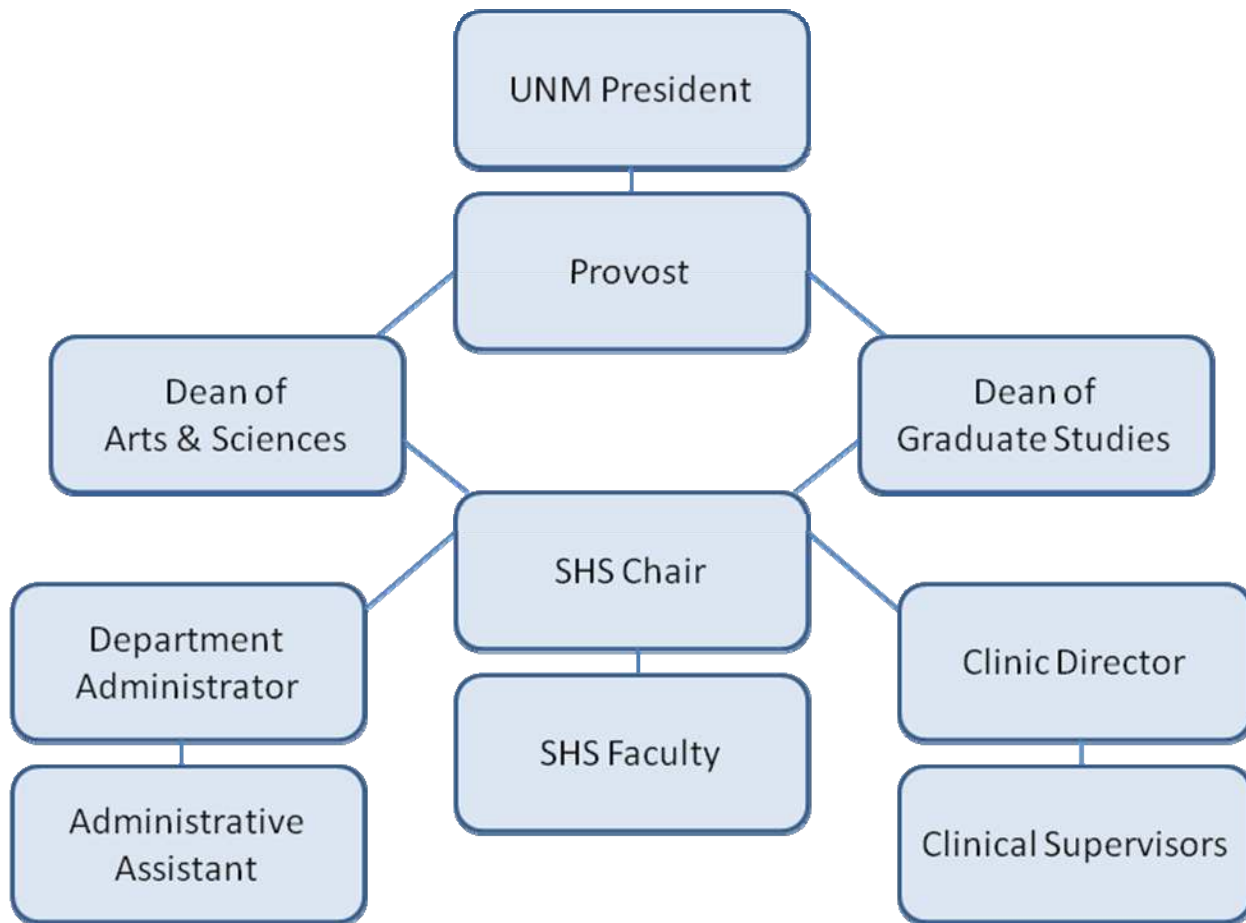
The chairperson of SHS, Dr. Philip Dale, reports directly to the Dean of Arts and Sciences. SHS is one of 24 departments in the College of Arts and Sciences. Our graduate program is administered through the Office of Graduate Studies.

Within the department, administrative duties are overseen by the chairperson. The department administrator, Tracy Wenzl, is the office manager and SHS business officer. She is joined by our administrative assistant, Debra Nelson, who is responsible for administrative matters pertaining to the graduate program, and by graduate assistants who are responsible for clinic records and receptionist duties.

The SHS academic faculty is responsible for academic functions of the department. They create the curriculum and teach most of the courses. Academic faculty (also known as “tenure-track” faculty) engage in on-going scholarship, usually in the form of research projects. These faculty members also serve on various department, university, and national committees, and may have other duties such as student advising.

The UNM Speech-Language-Hearing Center provides evaluation and treatment of communication disorders to people of all ages in the community. Modest fees are charged for all services. The clinic is directed by Sandy Nettleton, who oversees clinic operations and the clinical education of graduate students. Kate Blaker is the clinic coordinator, and she and Nancy Lewis are the “in-house” clinical supervisors. In addition to supervisory duties, the professional staff members participate in departmental service activities and many are active in local and national professional service. They may also teach courses in their area of expertise and participate in research projects. The department often employs part-time instructors to teach courses in their area of expertise. These qualified professionals from the community allow us to provide a wider range of coursework as well as some highly specialized courses.

### Organizational Chart



### Concerns and Complaints

We hope that students will be able to resolve most concerns by direct discussion with the involved parties. If a concern or dispute cannot be resolved in that manner, the chair of the department and/or the clinic director should be consulted. Should additional steps be required, the UNM Pathfinder (<http://pathfinder.unm.edu/>) details both formal and informal grievance procedures.

For complaints regarding standards of accreditation and ethical practice, please discuss your concern with the department chair or the clinic director. If you continue to have concerns, you may consult the Council on Academic Accreditation (CAA) via the ASHA website at <http://professional.asha.org/academic/complaint.cfm>; or write to the Council care of ASHA at 2200 Research Blvd, Rockville, MD 20850-3289; or call the ASHA switchboard at 301-897-5700. Your request will be routed to the appropriate official. For concerns relating to state licensure and state regulation of clinical services, you may contact the New Mexico Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board at 505-476-4654.

For concerns pertaining to ethical practice in research, you may contact the UNM Human Research Protections Office 505-272-1129.

## Faculty and Staff Profiles

### FACULTY

#### **Cathy Binger, Ph.D., Associate Professor**

Dr. Binger received her master's degree from the University of Wyoming and her Ph.D. at Penn State University. She worked for a number of years as a speech-language pathologist before obtaining her Ph.D. Dr. Binger's primary research interests are twofold: developing and evaluating effective approaches to support the expressive grammar development of children who use augmentative and alternative communication (AAC), and teaching key communication partners (such as parents and educators) how to support the language development of young children who require AAC.

#### **Recent Publications**

Binger, C., Maguire-Marshall, M., & Kent-Walsh, J. (2011). Using aided AAC models, recasts, and contrastive targets to teach grammatical morphemes to children with developmental delays who use AAC. *Journal of Speech, Language, and Hearing Research*, 54, 160-176.

Binger, C., Kent-Walsh, J., Ewing, C., & Taylor, S. (2010). Teaching educational assistants to facilitate the multi-symbol message productions of young students who require AAC. *American Journal of Speech-Language Pathology*, 19, 108-120.

Kent-Walsh, J., Binger, C., & Hasham, Z. (2010). Effects of parent instruction on the symbolic communication of children using AAC during storybook reading. *American Journal of Speech-Language Pathology*, 19, 97-107.

Kent-Walsh, J., Binger, C., & Malani, M. (2010; invited). Teaching partners to support the communication skills of young children who use AAC: Lessons from the ImPAACT Program. *Early Childhood Services*, 4 (3), 155-170.

Binger, C., & Kent-Walsh, J. (2009). What every speech-language pathologist needs to know about augmentative and alternative communication. Pearson Education, Inc.: Boston.

Binger, C., Kent-Walsh, J., Berens, J., Del Campo, S., & Rivera, D. (2008). Teaching Latino parents to support the multi-symbol message productions of their children who require AAC. *Augmentative and Alternative Communication*, 24, 323-338.

#### **Philip S. Dale, Ph.D., Professor**

Dr. Dale is Chair of the Department of Speech & Hearing Sciences. He received a bachelor's degree in mathematics from the University of Chicago, and master's degrees in mathematics and communication sciences, and a Ph.D. in communication sciences from the University of Michigan. His research and teaching interests are in child language development and disorders. His recent research has focused on the assessment, causes and outcomes of early individual differences in language development, including language delay; the relationship of language development to early literacy development; evaluation of intervention for communicative disorders, and cross-linguistic studies of language development. He is a collaborator on the Twins Early Development Study, a large, population-based study of genetic and environmental influences on development, based at Kings College, London.

### Recent Publications

Dale, P. S., Jenkins, J. R., Mills, P. E., & Cole, K. N. (2005). Followup of children from academic and cognitive preschool curricula at ages 12 and 16. *Exceptional Children*, 16, 861-865.

Goodman, J. C., Dale, P. S., & Li, P. (2008). Does frequency count? Parental input and the acquisition of vocabulary. *Journal of Child Language*, 35, 515-531.

Hayiou-Thomas, M. E., Harlaar, N., Dale, P. S., Bishop, D. V. M., & Plomin, R. (2010). Preschool language skills and reading at 7, 9, and 10 years: Etiology of the relationship. *Journal of Speech-Language-Hearing Research*, 53, 311-332.

Dale, P. S., Harlaar, N., & Plomin, R. (2010). Two by two: A twin study of second language acquisition. *Psychological Science*, 21, 635-640.

Dale, P. S., Harlaar, N., Hayiou-Thomas, M. E., & Plomin, R. (2010). The etiology of diverse receptive language skills at 12 years. *Journal of Speech-Language-Hearing Research*, 53, 982-992.

### Amy T. Neel, Ph.D., CCC-SLP, Associate Professor

Dr. Neel received her master's degree in speech-language pathology from the University of Oklahoma, spent ten years as a clinical speech-language pathologist, and received her Ph.D. in speech and hearing science and cognitive science from Indiana University in 1998. Her teaching interests include speech science, phonetics, anatomy, and motor speech disorders. Her research focuses on intelligibility in normal speech and in dysarthric speakers, including those with Parkinson disease and oculopharyngeal muscular dystrophy.

### Recent Publications

Neel, A.T., & Palmer, P.M. (in press). Is tongue strength an important influence on rate of articulation in diadochokinetic and reading tasks? *Journal of Speech-Language-Hearing Research*.

Neel, A.T. (2009). Intelligibility of loud, amplified, and habitual speech in Parkinson Disease, *Journal of Speech-Language-Hearing Research*, 52, 1021-1033.

Neel, A.T., Palmer, P.M., & Gass, C.A. (2008). Can IOPI be used to measure tongue pressure for speech sounds? , *Journal of Medical Speech-Language Pathology*, 16, 235-241.

Neel, A.T. (2008). Vowel space characteristics and vowel identification accuracy. *Journal of Speech-Language-Hearing Research*, 51, 574-585.

### Phyllis M. Palmer, Ph.D., CCC-SLP, Associate Professor

Phyllis M. Palmer received her master's degree from Emerson College in Boston. She worked as a clinician in various medical settings for 10 years before returning to school for her Ph.D. from the University of Iowa. Her teaching has focused on the evaluation and treatment of voice and swallowing function. Dr. Palmer's research has focused primarily on oral, pharyngeal and laryngeal motor function as it relates to swallowing in healthy individuals and individuals with various disorders, particularly OPMD.

### Recent Publications

Palmer, P.M., Neel, A.T., Sprouls, G., & Morrison, L. (2010) Swallow characteristics in patients with oculopharyngeal muscular dystrophy. *Journal of Speech Language and Hearing Research*, 53, 1567-1578.

Palmer, P.M. (2010). Oculopharyngeal Muscular Dystrophy. In H.N. Jones & J.C. Rosenbek (Eds.), Dysphagia in Rare Conditions: An Encyclopedia. San Diego, CA: Plural Publishing.

Palmer, P.M., Jaffe, D.M., McCulloch, T.M., Finnegan, E.M., Van Daele, D.J. & Luschei, E.S. (2008). Quantitative contributions of the muscles of the tongue, floor of mouth, jaw and velum to intraoral pressure generation. *Journal of Speech Language and Hearing Research*, 51(4), 828-35.

Neel, A.T., Palmer, P.M., & Gass, C.A. (2008). Can IOPI be used to measure tongue pressure for speech sounds? *Journal of Medical Speech-Language Pathology*, 16(4), 235-241.

Neel, A.T., Palmer, P.M., Sprouls, G., & Morrison, L. (2006). Tongue Strength and Speech Intelligibility in Oculopharyngeal Muscular Dystrophy. *Journal of Medical Speech-Language Pathology*, 14(4), 273-277.

Palmer, P.M., McCulloch, T.M., Jaffe, D. & Neel, A.T. (2005). Effects of a sour bolus on the intramuscular electromyographic activity of muscles in the submental region. *Dysphagia*, 20(3), 210-217.

Van Daele, D.J., McCulloch, T.M., Palmer, P.M. & Langmore, S.E. (2005). Timing of glottic closure during swallowing: A combined electromyographic and endoscopic analysis. *Annals of OtolRhinolLaryngol*, 114(6), 478-87.

### **Janet L. Patterson, Ph.D., CCC-SLP, Associate Professor**

Dr. Patterson has a bachelor's degree in Speech and Hearing Sciences from the University of California at Santa Barbara, a master's degree in Communicative Disorders from the University of New Mexico, and a doctoral degree in Educational Linguistics from the University of New Mexico. Her research, teaching, and clinical expertise are in child language development and disorders. Previous clinical experience includes providing assessment and intervention services to middle school students in Albuquerque Public Schools, participating in interdisciplinary team evaluations for infants, toddlers, and preschool children and their families, and supervising graduate students at the UNM Speech, Language and Hearing Center. Her major research focus is language development and assessment of young children from diverse linguistic and cultural backgrounds.

### **Recent Publications**

Patterson, Janet L. (in press). Teacher Perceptions of Preschool Children's Communication in a Bilingual Setting. *Journal of Interactional Research in Communication Disorders*.

Patterson, Janet L. & Pearson, Barbara Z. (in press). Bilingual Lexical Development, Assessment, and Intervention. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers*, 2nd edition. Brookes.

Dale, P. and Patterson, J. (November 30, 2009). Early identification of language delay. In *Encyclopedia on Early Childhood Development*. <http://www.child-encyclopedia.com>.

Patterson, J. & Rodriguez, B. (2005). Designing assessments for multilingual children. In Ball, M.J. (Ed.). *Clinical sociolinguistics* (230 - 241). Malden, MA: Blackwell.

Patterson, J. & Pearson, B. (2004). Bilingual Lexical Development: Influences, Contexts, and Processes. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers*. (77 - 104). Baltimore, MD : Brookes.



Patterson, J. (2004). Comparing bilingual and monolingual toddlers' expressive vocabulary size: Revisiting Rescorla and Achenbach (2002). *Journal of Speech, Language and Hearing Research*, 47, 1213 - 1215.

### **Barbara Rodriguez, Ph.D., CCC-SLP, Associate Professor**

Barbara Rodriguez, Ph.D., is an Associate Professor in the Department of Speech and Hearing Sciences at the University of New Mexico (UNM). She received a B.A. in Communicative Disorders from UNM, an M.S. in Speech-Language Pathology from UNM, and a Ph.D. from the University of Washington in Speech-Language Pathology.

Dr. Rodriguez's research and teaching interests are in bilingual language acquisition. Her recent research has focused on language and literacy development in bilingual (English/Spanish), cultural and environmental influences on the language development of children from diverse backgrounds, and speech/language assessment and screening of bilingual children. She is a collaborator on the Bilingual Phonology Assessment (BiPA) project, a study designed to develop a phonological assessment tool for bilingual (English/Spanish) children from Mexican, Puerto Rican, and Cuban backgrounds. Dr. Rodriguez teaches both undergraduate and graduate courses in the department. Her courses include: Reading and Writing in Research (SHS 506), Preclinical Training (SHS 458), Multicultural Considerations in Communication (SHS 459), and Bilingual Language Acquisition: Clinical Implications (SHS 539).

She recently was awarded the 2010 ASHA Certificate for Special Contributions in Multicultural Affairs and the 2010 NMSHA Fellowship of the Association. Dr. Rodriguez is currently an Associate Editor for the *American Journal of Speech-Language Pathology*.

### **Recent Publications**

Hammer Scheffner, C., Komaroff, E., Rodriguez, B. L., Lopez, L. M., Scarpino, S. E., & Goldstein, B. A. (under review). Predicting Spanish-English bilingual children's language abilities. *Journal of Speech Language Hearing Research*.

Rodriguez, B. L., & Guiberson, M. (in press). Using a teacher rating scale of language and literacy skills with preschool children of English-speaking, Spanish-speaking, and bilingual backgrounds. *Early Childhood Education Journal*.

Guiberson, M., Rodriguez, B. L., & Dale, P. S. (in press). Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. *Language Speech and Hearing Services in Schools*.

Hammer Scheffner, C., Lawrence, F. R., Rodriguez, B., & Davison, M. (2011). Changes in language usage of Puerto Rican mothers to their children: Do gender and age of exposure to English matter? *Applied Psycholinguistics*, 32, 275-297.

Guiberson, M. & Rodriguez, B. L., (2010). Measurement properties and classification accuracy of two Spanish parent surveys of language development for preschool age children. *American Journal of Speech-Language Pathology*, 19, 225-237.

Hammer Scheffner, C., & Rodríguez, B. L. (2010). Individual Differences in Bilingual Children's Language Competencies: The Case for Spanish and English. In A. Weiss (Ed.), *Perspectives on individual differences affecting therapeutic change in communication disorders* (pp. 57-79). New York, NY: Taylor & Francis/Psychology Press.

Lewis, N., Castilleja, N., Moore, B. J., & Rodriguez, B. (2010). Assessment 360: A panoramic framework for assessing English Language Learners. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 17, 37-56.

Rodríguez, B., Hines, R. & Montiel, M. (2009). Joint book reading: Latino mother-child dyads of low socioeconomic status and middle socioeconomic status. *Language Speech and Hearing Services in Schools*, 40, 271-282.

**Amy Wohlert, Ph.D., CCC-SLP, Professor,  
Vice President for Graduate Education and Dean of Graduate Studies**

Dr. Wohlert's teaching and clinical interests focus on acquired speech and language disorders resulting from neurological impairments in adults, including aphasia, dysarthria, and apraxia. Her research concerns the neurophysiology of oral movements and the effects of aging on speech production. She earned her bachelor's and master's degrees from the University of New Mexico (1978, 1980) and has practiced as a speech-language pathologist in school, hospital, and private practice settings. She received her doctoral degree from Northwestern University in 1989. Dr. Wohlert has served as the chair of ASHA's Council on Academic Accreditation (CAA). She is now the Vice President for Graduate Education and the Dean of Graduate Studies at UNM.

**Recent publications**

Wohlert, A.B. (2004). Service delivery variables and outcomes of treatment for hypokinetic dysarthria in Parkinson disease. *Journal of Medical Speech-Language Pathology*, 12.

Wohlert, A.B. & Smith, A. (2002). Developmental change in variability of lip muscle activity during speech. *Journal of Speech, Language and Hearing Research*, 45, 1077-1087.

Wohlert, A.B. & Hammen, V.L. (2000). Lip muscle activity related to speech rate and loudness. *Journal of Speech, Language and Hearing Research*, 43, 1229-1239.

Wohlert, A.B. & Smith, A. (1998). Spatiotemporal stability of lip movements in older adult speakers. *Journal of Speech, Language and Hearing Research*, 41, 41-50.

**CLINICAL INSTRUCTORS**

**Katharine Blaker, M.S., CCC-SLP**

Ms. Blaker received her bachelor's degree in Anthropology and her master's degree in Communication Disorders, both from the University of New Mexico. As a clinical instructor her specialty areas include neurological disorders in adults, voice, fluency and accent modification. She served as a tutor/facilitator for the UNM Rural Health Interdisciplinary Program for more than 10 years which promoted problem-based learning through case studies. She serves on both a national and local board in support of stroke survivors and continues to pursue interests in refining the supervision process, expanding interdisciplinary frameworks and incorporating problem-based learning methods.

**Nancy Lewis M.S., CCC-SLP**

Nancy Lewis has practiced as a speech-language pathologist for thirty years. As a practitioner, she has served a pediatric population and has specialized in service delivery to culturally and linguistically diverse individuals in early intervention programs, preschool programs and public school settings. Early in her career, she co-authored the Khan-Lewis Phonological Analysis, a companion tool to the Goldman-Fristoe Test of Articulation (Second

Edition 2002 Pearson Publishing) and has presented seminars, nationwide, in assessment and remediation practices with children with unintelligible speech. Currently, Nancy teaches professional development courses demonstrating cultural due diligence in clinical practice.

### **Sandra Nettleton, Ph.D., CCC-SLP**

Dr. Nettleton received her bachelor's degree in Elementary Education and Communication Disorders from Fort Hays State University in Kansas. Her master's degree in Speech and Hearing Sciences was obtained from the University of Kansas. Dr. Nettleton worked for 10 years, primarily in school and university settings, prior to obtaining her Ph.D. in Communication Sciences and Disorders from Louisiana State University. She has worked for approximately 30 years as a speech-language pathologist, primarily in preschool, school and private practice settings, and has 10 years of administrative, school-based experience. Her areas of expertise include augmentative and alternative communication (AAC) in children and adults, assistive technology, literacy and child and adolescent phonology and language.

## **ADMINISTRATIVE STAFF**

### **Tracy Wenzl, Department Administrator**

Ms. Wenzl received her bachelor's degree in Psychology from New Mexico State University and her master's degree in Information Science and Learning Technologies from the University of Missouri. She has been with UNM since 2009, the department since May 2010 and provides administrative support for the department's operations, including fiscal and budgetary management and human resources administration. She also serves on the Staff Council.

### **Debra Nelson, Administrative Assistant**

Ms. Nelson grew up in Memphis, Tennessee and moved to New Mexico in 1994. She graduated from the University of Tennessee-Knoxville with a B.S. in Industrial Management and graduated from University of New Mexico with a B.A. in Theatre. Except for a period of two years, Ms. Nelson has been with UNM since 1997 in various capacities. Her responsibilities in the department include student support, admissions and records management.

## **IV. Graduate Programs**

For most students, the master of science is a terminal degree in that they plan to enter the profession upon completing the degree. However, the master's program also prepares students for further graduate work as a Ph.D. student, especially if they elect to complete a thesis during their master's program.

### **MASTER OF SCIENCE DEGREE**

The Master of Science program in speech-language pathology at UNM is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Blvd, Rockville, MD 20852, telephone 301-897-5700 or 800-498-2071. The program is designed so that students can complete all academic and clinical credentialing requirements of ASHA and of the New Mexico Speech- Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board and New Mexico Public Education Department.

At the beginning of your graduate program, you will meet with your advisor to develop a program plan that includes all the courses you will take and their sequence. After that, you can meet with your advisor whenever you have questions about your program or wish to make changes. It is very important that you not make any changes without receiving approval from your advisor! Unapproved changes in courses, course sequence, grading option, etc., can cause significant problems such as delay of your graduation date by up to a year. While

your advisor and all the other SHS faculty and staff members will do their best to help you complete the program, the ultimate responsibility for meeting all requirements rests with the student: You!

To help ascertain that you are completing all requirements and making good progress in completing the MS program and achieving certification, your progress is documented in the UNM KASA notebook. You are responsible for updating your KASA notebook every semester that you are in the graduate program. If you have questions about the KASA notebook, contact the graduate advisor for assistance.

All graduate requirements for the master's degree must be completed within seven years of your first enrollment in the graduate program.

A sample Program Plan and the Advising Requirements Matrix (ARM), which is used in developing your program plan, are included in the appendices.

### Pre-requisite Coursework

The following courses (or their equivalents) are pre-requisites for our graduate program. Numbers in parentheses refer to the course number that graduate students or "non-degree" students may enroll in if they wish to earn graduate credit for the course.

SHS 303 English Phonetics  
 SHS 310(510) Anatomy and Physiology of Human Communication  
 SHS 321(541) Introduction to Audiology  
 SHS 330 Introduction to Communication Sciences  
 SHS 425 Aural Rehabilitation  
 SHS 428(528) Phonological Disorders in Children  
 SHS 430 Language Development  
 SHS 431 Language Disorders in Children  
 SHS 450 Neural Basis of Communication  
 SHS 458 Pre-clinical Training  
 SHS 459(559) Multicultural Considerations in Communicative Disorders

These courses or their equivalents must have been taken no more than six years prior to entering this graduate program and you must have earned a grade of B or better\*. Your advisor will help you to determine equivalencies between these courses and those from other universities.

You must also have completed the following courses with a grade of C or better:

- Three semester-credits in biology
- Three semester-credits in physical sciences
- Three semester-credits in mathematics (MATH 121)
- Three semester-credits in behavioral and/or social sciences
- Three semester credits in statistics, including analysis of variance (PSYCH 200)

If you have not completed all of these prerequisites, you must do so within the first three semesters of your graduate enrollment. The same minimum grade requirements apply.

### Required Graduate Courses for the Speech-Language Pathology Concentration

A grade of B or better must be achieved in the required SHS graduate courses and electives. If you receive a grade lower than B, you will be required to repeat the course. If your grade point average falls below 3.0 (a B average), you will be placed on probation by the Office of Graduate Studies. Refer to the UNM catalog (Graduate Program section) for a review of the rules governing probation. The SHS Department will not permit grade replacement for graduate students and will not permit more than one re-take for graduate students.

Course	Credits
SHS 500 Clinical Practice (at least 4 enrollments, no more than 2 in summer)	12
SHS 506 Reading and Writing in Research	3
SHS 507 Adult Neurogenic Communicative Disorders	3
SHS 517 Dysphagia	3
SHS 525 Voice Disorders	3
SHS 531 Motor Speech Disorders and Stuttering	3
SHS 532 Augmentative and Alternative Communication	3
SHS 533 Assessing Language in Children	3
SHS 534 Intervention: Child Language Disorders	3
SHS 535 Medical Speech-Language Pathology	3
SHS 558 Clinical Internship	9
Two 500-level electives (see below)*	6
<b>TOTAL minimum graduate credits</b>	<b>54</b>

Students who receive a “B-“ or lower in SHS 500 (clinical practice) must enroll in additional semesters of SHS 500 in order to meet the criterion of four enrollments with at least a grade of “B”. See additional information regarding counting clock hours for grades of below B- in SHS 500 in the Clinic Handbook. In addition, see section (3), “Consequences of inadequate performance” under “Clinical Practicum Privileges” in this manual.

#### Clinical Practicum Credits

Students who have not completed 25 hours of clinical observation by the time they enter the graduate program must complete all 25 observation hours by his or her first rotation of in-house clinic practicum.

In order for a student to earn 3 credit hours in a clinic assignment, the student must be available to accrue a minimum of 40 clock hours during the semester. This is equivalent to the number of hours required for a 3–credit hour academic course. If the student earns fewer than 40 hours due to the student’s unavailability, he or she will receive a grade of incomplete (I) for the semester and will be required to make up the difference in hours during the following semester in order to remove the incomplete. This also may require that the student register for an additional clinic in a subsequent semester.

If the department is unable to provide a minimum of 40 clock hours in a given semester, even though the student is available, a grade will be assigned. However, this situation may still result in the need to enroll in additional semesters of clinic. Although we make every effort to provide students with the clinic hours they need, we cannot guarantee the availability of every area at the precise time that a student desires that placement.

Note that 40 clock hours is the minimum required to earn 3 credit hours of 500. However, in order to complete clinic requirements in 4 enrollments (prior to the internship), an average of approximately 70 hours of client contact per semester is required.

Any student who will not be enrolling in SHS 500 for any semester must petition the clinic director for permission to do so by the 8th week of the previous semester (4th week in summer).

#### Transfer and Non-Degree Credits

You may be able to apply graduate coursework that you completed as a non-degree student or as a graduate student in another program to your SHS degree requirements. You must have earned a grade of B or better in graduate courses for which transfer credit is requested. If you have taken graduate coursework at another institution, consult your advisor to see if any of that work can be accepted as transfer credit toward this degree.

### Thesis Credits

Students who decide to complete a thesis must complete all of the required courses listed above (except for electives: see below) and must also enroll for a minimum of 6 thesis credits (SHS 599). Thesis credits are taken on a Progress/No Progress basis. Once initiated, enrollment in 599 must be continuous (fall and spring semesters) until the completed thesis is accepted by the Office of Graduate Studies. Six credits of SHS 599 may be used to satisfy the elective requirement. The total required minimum graduate credits with thesis is 54. If you are interested in completing a thesis, contact the Graduate Advisor for the Thesis Guidelines document.

### Elective Courses

Elective courses may be chosen from offerings within SHS or in any other department of the university. If the elective is not offered within SHS, you must submit a petition requesting approval of the course. The course(s) you choose must be 500-level, 3-credits each, offered by UNM, and must relate to your graduate studies in a reasonable way. It is your responsibility to select the course(s), submit the petition(s), and receive approval as early in your program as possible to prevent last minute difficulties. There is a petition form in the Appendix of this handbook, or you may get one from the main office.

The approved petition must be on file BEFORE you register for the course. However, if the course for which you received approval is cancelled or if scheduling conflicts prevent you from taking it when planned, you can select another course and submit a new petition as soon as possible (within the first few days of class). You may go ahead and attend your new choice while the petition is being reviewed, but you must be prepared for the possibility that the new course will not be approved. **No petitions will be approved after the second week of the semester.**

Evaluation: Graduate students' achievement of ASHA's academic and clinical standards is measured by summative and formative assessment. Summative assessment is the comprehensive evaluation of learning outcomes at the end of your educational preparation. The comprehensive examination and the PRAXIS examination are examples of summative assessment. Formative assessment is the ongoing measurement during your educational preparation for the purpose of improving student learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills. Formative measures include both oral and written components as well as demonstrations of clinical proficiency. The mid-program graduate student review and the KASA form are formative assessments during the master's degree program.

### Mid-Program Graduate Student Review

**Purpose:** To assess students' progress, give and get feedback, and provide support and guidance.

**When:** The mid-program review will take place in February or August after a student has had at least one semester of clinical practicum. February mid-program reviews will be for students who complete their first semester of clinical practicum Fall semester. The August mid-program reviews will be for students who complete their first semester of clinical practicum in spring or summer.

**What:** The mid-program review is designed to help students in several ways. First, the review will integrate current evaluation procedures (KASA and Clinical Evaluations) to review students' progress in the graduate program. Second, the Graduate Student Advisor and Clinic Director will meet with the student to assess and discuss the student's academic and clinical accomplishments, provide and receive feedback, offer support and guidance, and address needs. Finally, the mid-program review will help the Graduate Student Advisor, Clinic Director, and graduate student plan opportunities to enhance the student's academic/clinical experiences and/or to identify strategies to improve a student's academic and/or clinical skills.

**How:** Prior to the mid-program review meeting, the Graduate Student Advisor and Clinic Director will gather input from the academic and clinical faculty. Students are required to complete a self-evaluation and feedback

form before the scheduled meeting. Students are encouraged to ask questions, seek feedback, and comment upon faculty feedback. For each student, course performance, clinical activities, and overall progress are discussed with an eye toward providing recommendations for the next year. Written summaries of the mid-program review are provided to each student and placed in their student files.

### Comprehensive Examination

#### **Policy**

The comprehensive examination (“comps”) will be offered once a year. This policy outlines the procedure for administering the examination by the faculty members in the Department of Speech and Hearing Sciences.

#### **Candidacy**

Comps will be offered in mid-March on a Friday (exact date to be determined by the faculty). The decision to take the examination should be made by the graduate advisor and the student. The graduate advisor will provide a list of names of the eligible students to the graduate administrative assistant at the beginning of the spring semester. The comps chair will request the names and contact information of students who will be taking the exam.

Only OFFICIAL UNM email addresses will be used for any email correspondence pertaining to comps. Students are responsible for checking their UNM accounts.

#### **Exam Day Procedures**

On exam day, testing will be broken up into one 3-hour session in the morning (8:30-11:30) and one 3-hour session in the afternoon (12:30-3:30). Students will receive three questions in the morning session and will be required to select and answer two of those questions. The same procedures will be used in the afternoon session. One flash drive will be provided for each student (in the exam room) for saving the exam questions.

#### **Place of Exam**

The Comps Chair will arrange a space where computers can be made available to students to take the comprehensive examination.

#### **Student Notification of Exam**

The eligible students will be notified of the date, time, and place of examination, and they will also be given a pool of sample questions.

#### **Types of Exam Questions**

As this is a comprehensive examination, any material that has been covered during the course of the undergraduate and graduate programs may be included in the comps questions. Clinical and research faculty will create the questions and grade the responses.

#### **Creation of Comps Questions**

Questions will be created by teams of research and clinical faculty members. The Comps Chair will review all questions to ensure their clarity and appropriateness.

#### **Examination proctoring**

The Comps Chair will proctor or arrange for proctoring of the examination. Food and drinks may not be consumed within UNM computer labs (with the exception of water bottles). However, students may bring lunch, etc., and place the items in the computer room away from their desks. Students may use blank paper and a pen/pencil during the exam. Students are encouraged to bring use ear plugs to minimize distractions.

Students are not permitted to change answers to previous questions later on in the day. The chair will collect the printed answers, in addition to any other written materials (printout of comps question, scrap paper), at the end of the morning and afternoon session. Flash drives will be collected at the end of the day.

### **Grading the Responses**

The Comps Chair will distribute all answers to the appropriate faculty members (clinical and research faculty). First readers will return exams to the Chair within three working days. Any answers that received a failing grade from the first reader must be reviewed by a second reader. The second reader has two working days to return grades to the Chair. The final grade will be an F if both readers agree that the answers were not satisfactory. If the first and second reader disagree, then both readers will confer with the Comps Chair to reach a mutually agreed upon determination of the final grade.

Results will be returned to the students one week after the original exam date. The outcome of the examination can be: 1) Passed all questions – high pass or pass, 2) Passed two or three questions (rewrite two weeks after original exam date), 3) Passed one question or no questions (retake the examination one year later).

### **Reporting the results to the students**

The results of the examination must be reported by the Chair to the graduate advisor, graduate administrative assistant, and the students one week following the examination date.

### **Rewrites**

Students who fail one or two questions will be notified via email of the exam results. If a student is required to rewrite (an) exam question(s), the student will be provided with the following information when the exam results are sent out:

- a copy of the exam question
- brief feedback from the graders re: the areas of concern

Rewrites will be conducted in a similar manner to the original testing (see above). Students will have 1.5 hours to complete each exam answer. Similar procedures as above will be followed for rewrites: Rewrites 1 & 2: 8:30 a.m. - 11:30 a.m.

### **Retaking the examination**

Students who fail three or four questions on the initial examination or who fail any questions on a rewrite must retake the exam the following year. The student must be enrolled for and complete graduate credit during the semester in which the exam is taken. The student **MUST** retake the exam within one year; this is a Graduate School Policy and cannot be changed.

Students who are required to re-write comps must be enrolled for a minimum of 3 credits within a 500 level course during the semester that they graduate. The department chair, in consultation with the faculty, will determine whether a student may enroll for the minimum credits or must enroll for additional academic credits in the program.

### **Appeal process**

Students can appeal to the chair of comprehensive examination committee if there are discrepancies in the procedures or the outcomes of the examination.

### **Clinical Internship**

During the final semester in the program, students complete an internship. The internship is a full time placement at an off-campus clinical site. Many internship sites are available in Albuquerque, but the internship may be arranged anywhere in the US, provided that appropriate supervision and a contract relationship are available. Duration of the internship is a minimum of 10 weeks with the student accruing clock hours to meet



the 400 total clock hour ASHA requirements. The work schedule is determined by the student's internship site supervisor.

In order to arrange an internship, you will meet with the clinic director at least 6 months prior to your planned internship semester. You will complete a Student Practicum Plan and you will review a current list of available sites, as well as students' comments about their experience at various sites. Guidelines concerning paperwork, credentials, and expectations for the internship are available in the clinic manual.

In order to begin your internship, you must have the following qualifications:

- Successful completion (grade B or better) of all academic coursework and all academic competencies on KASA at "meets standards"
- Completion of 25 observation hours
- Accrual of at least 250 clinical clock hours (in addition to observation hours)
- Completion of all clock hour categories that cannot be addressed at the internship site
- Clear potential to complete any of those deficient categories during the internship semester
- All immunizations and trainings (OSHA, CPR) current
- All internship paperwork completed

SHS 558, the Internship class, is offered in the Spring only. It should be taken prior to or during the semester of your internship.

### **Departmental policy concerning paid placements**

Paid placements are not permitted prior to the full-time internship. Some paid full-time internships are permitted, if they are competitive positions that are part of established training programs that have funding specifically for the training experience. These policies have been established by the department to avoid a conflict of interest between the internship role and the employer-employee relationship.

### **The Master's Thesis**

A thesis is an excellent experience for students who wish to gain a thorough introduction to the research process. Students who are interested in pursuing a thesis are encouraged to contact faculty members. Because a thesis requires a substantial commitment of time and effort from both the student and the faculty member who is the thesis advisor, it is ultimately the faculty member who determines whether to accept a student for thesis work and the nature of the thesis project. Students may request an electronic copy of the Master's Thesis Guidelines document from their Graduate Advisor.

Uncertainties surround every research project. These uncertainties include the validity of the concept and experimental design, availability of research subjects, and the quality of the data collected. Some difficulties and delays cannot be foreseen but others can be avoided by careful planning. In addition to the rules and deadlines established by the UNM graduate school, SHS requires thesis students and their committees to adhere to the following guidelines:

- 1) The student must complete SHS 506 before enrolling for thesis credits.
- 2) The composition of the thesis committee must be submitted in writing and approved by the department chair by the first week of the semester, two semesters prior to the student's semester of expected graduation. For example, a student graduating at the end of summer semester would need to have the committee approved by the first week of the preceding fall semester. All members of the committee must have graduate faculty standing at UNM.

3) The thesis proposal must be approved by the last week of the semester, two semesters prior to the semester of expected graduation. For example, a student graduating at the end of summer semester would need to have the proposal approved by the last week of fall semester. All members of the committee must sign a document attesting that they approve the proposed project, and a copy of that signature sheet and the proposal must be submitted to the office to be kept in the student's file. The proposal must be submitted to the committee members at least two weeks prior to the proposal meeting.

4) All research involving human or animal participants must receive approval from the appropriate institutional review board (IRB) before any data are collected. There can be no exceptions to this rule. Copies of all IRB applications and approval sheets must be submitted to the chair and kept on file in the department office.

5) The completed thesis must be submitted to the committee members at least two weeks prior to the defense meeting. The thesis defense should be scheduled no later than April 1 for students graduating in the spring, July 1 for students graduating in the summer, and November 1 for students graduating in the fall. This allows time for corrections and department processing before the final copy is deposited in the Office of Graduate Studies on the 15th of those months.

6) Successful defense of the thesis replaces the departmental comprehensive examination as a graduation requirement.

#### The National Examination

The NTE Praxis examination is required for ASHA certification and for state licensure. We strongly encourage all students to take the NTE exam before graduation and near the time that they take the comprehensive exam, or prior to the thesis defense. Information regarding preparation and registration for the exam is available in the main office. Whether the exam is taken while still a student or after graduation, all students are expected to have official NTE scores reported to the department. Currently, our reporting code number is 0187. Please confirm this with the main office so you enter the correct reporting code when you register for the exam.

#### Standards of Behavior

Honest and ethical conduct is a cornerstone of the academic and professional missions of this department. Students are expected to hold themselves to the highest standards of conduct and report any instances of dishonest or unethical behavior of which they have knowledge. If students have any questions about what constitutes dishonest or unethical behavior, it is their responsibility to ask faculty or professional staff members for clarification. Please refer to the ASHA Code of Ethics in this document. The UNM Student Code of Conduct is published in the UNM Pathfinder. Academic dishonesty may result in a reduced or failing grade for the work in question or the entire course, and the University may take disciplinary action, including dismissal. Plagiarism is a serious form of academic dishonesty.

#### Accommodation of Differences and Disabilities

The Department of Speech & Hearing Sciences adheres to the UNM Equal Education Policy, which states:

*The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, health and insurance services, and athletics. In keeping with this policy of equal educational opportunity, the university is committed to creating and maintaining an atmosphere free from all forms of harassment.*

We also adhere to the UNM Reasonable Accommodation Policy, which states:

*The University makes reasonable accommodation to the religious observances /national origin practices of a student, an employee or prospective employee, and to the known physical or mental limitations of a qualified student, employee, applicant, or program user with a disability, unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operations of the university. Qualified students, employees, or program users with disabilities should contact the Office of Equal Opportunity or Student Support Services for information regarding accommodations. The University of New Mexico is committed to the recognition and proactive pursuit of compliance with the Americans with Disabilities Act of 1990 (ADA).*

Student participation in clinical practicum is governed by additional considerations, and must be considered a privilege rather than a right. Clinical practicum participation is different in many ways from class and laboratory assignments. It involves the welfare of the clients as well as the educational needs of students. We are ethically bound to protect the welfare of the clients in our clinics, so special policies apply to these educational opportunities. Admission to graduate study in the Department of Speech & Hearing Sciences at UNM does not guarantee participation in clinical practicum. The requirements described below, under “Clinical Practicum Privileges” must be met.

### Clinical Practicum Privileges

#### 1) Clinician’s speech and language skills

Because it is necessary for clinicians to model communicative behaviors that they are trying to help their clients to develop, all potential participants in clinical practicum must demonstrate speech production and language skills and knowledge at the level necessary to provide appropriate clinical services for any client assigned to them. Assignments are based on the student’s level of clinical experience and the student’s completion of relevant coursework. One of the goals of clinical education is to provide students with a wide range of practicum assignments, so students cannot stipulate that clients be selected to accommodate the student’s preferences or limitations.

The most common language of instruction and clinical service in this department is English, so all students must have adequate speech and language skills to provide clinical service in English.

Students may also participate in service provision in languages other than English, with appropriate support.

Inadequate prerequisite knowledge or skills, as judged by the clinical supervisor in consultation with the clinic director and the student’s graduate advisor, will result in a delay in clinical participation until adequate performance can be demonstrated.

#### 2) Evaluation of clinical practicum performance and progress

At least once each semester, Speech-Language Pathology Clinic staff review the work of every student enrolled in clinical practicum. Students may be told that their work qualifies them to (1) continue in practicum with added responsibilities, (2) continue in practicum with the same responsibilities, (3) continue in practicum with reduced responsibilities, or (4) discontinue participation in practicum. Decisions concerning continuation in clinical practicum include evaluation of the progress of the student clinician in moving toward being able to function independently without requiring extraordinary support by members of the faculty and the professional staff. Students are informed of the results of these evaluations. If necessary to protect the welfare of clients or ensure the quality of service provision, the clinical supervisor (after consultation with the clinic director) may decide to discontinue or reduce a student’s participation in practicum at any point during the semester.

If a student's work in clinic is at or above the minimum level expected in practicum for students in that clinic at that level of experience (as reflected in earning an overall grade of B or above), then the student is allowed to continue in practicum and may be given added responsibility for working with clients.

### 3) Consequences of inadequate performance

If a student's work in clinic is below the minimum level expected for students in that practicum at that level of experience (as reflected by earning an overall grade below B or by behavior in conflict with policies in the clinic manual or the ASHA Code of Ethics), the student is counseled by his or her relevant supervisor and/or the clinic director. This counseling informs the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and the reasons are explained to the student. The student participates in devising a clinic practicum remediation plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished.

A student who has not met the objectives by the specified deadline will not be allowed to participate in any further clinical practicum until the student can demonstrate that previous problems that prevented adequate performance have been resolved. The burden of proof rests on the student.

If a student is not able to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty and professional staff, then the student may be informed by the clinic director (following consultation with the student's graduate advisor and the department chairperson) that practicum privileges have been terminated. Because practicum is an integral part of this master's program, final termination of practicum privileges also means termination from the master's program in speech-language pathology. (Reasonable refers to expectations based on experiences with other students in similar assignments.)

### 4) Absence from practicum

Because consistent provision of services is deemed necessary to client/patient welfare, frequent absences from practicum, whatever the cause, are just grounds for discontinuing clinical practicum. When the student can demonstrate that the cause for such absences no longer exists and that there are no other barriers to successful participation, then readmission to practicum will be granted on a trial basis at a time considered to be appropriate by the director of clinical training.

## Ph.D. PROGRAMS

Although the SHS department does not offer a Ph.D. program in Speech & Hearing Sciences, the Linguistics Department and SHS collaborate to offer a Ph.D. in Linguistics with a concentration in Speech and Hearing Sciences ([www.unm.edu/~linguist](http://www.unm.edu/~linguist)). Another program, a Ph.D. program in the College of Education, offers a Ph.D. in Language Literacy and Sociocultural Studies Department with a concentration in Educational Linguistics ([www.unm.edu/~edling](http://www.unm.edu/~edling)). Students interested in pursuing a Ph.D. should talk with the graduate advisor to learn about these and other options and resources.

## V. Computer Use and E-mail Communication

The department maintains several computers that are exclusively dedicated to student use. Ask the administrative assistant to show you where they are. You are encouraged to use these computers for clinical and academic assignments.

Please do not store your work on the computer. This would be a serious breach of confidentiality for clinic reports and a violation of your own privacy for other work. Always save your work to an external storage device (e.g., a USB "thumb" drive/memory stick) and delete any files you may have created on the hard drive. The hard drive will be cleaned of student files regularly, so you run the risk of losing any files you have not saved externally.

If you are having any problems with the computer or with a program you are running, please ask someone in the main office for help. It is better to get help right away than create frustration for yourself and possible damage to the system.

Computer viruses are a constant threat. Here are the basic guidelines for safe use of departmental computers (you should also be sure to have antivirus software, regularly updated, on your own computer):

- Do not install or download ANY files or programs to the hard drive. If you must download something from the internet, save it directly to your own external storage medium (CD, USB memory stick, etc.)
- Never open an e-mail attachment if you are not sure of its contents. Delete it without opening it.
- In fact, never open an e-mail if you don't know who sent it or why. Delete it without opening it.

Your UNM e-mail address will be used for all official departmental and university e-mail communication. Therefore, it is essential that you set up a UNM e-mail account if you have not done so already, and you should check your e-mail regularly, preferably daily, during the week. You may choose to have your mail from your UNM account automatically forwarded to another personal account that you use at home. The front office can direct you to instructions on setting up your UNM Net ID and e-mail account, and can tell you where to find instructions on automatic forwarding. Although forwarding your UNM e-mail to your personal account is possible, the drawback is that you will need to enter the address of the sender, rather than using the "reply to" function when responding to forwarded e-mail messages.

## **VI. Student Records Retention Policy**

SHS graduate student academic and clinic records, including summaries of semester clock hours will be stored in the department office for five years after a student graduates or stops attending. After five years, all records will be sent to Records Management for storage. Please be advised that requests to retrieve records from Records Management may take up to two weeks to fulfill. As such, you will want to make sure that when you leave the SHS Department you have copies of all documentation that you may need in the future.

## **VII. Graduate Student Funding**

Additional information about scholarships and other means of support can be obtained from the UNM Scholarship Office, Mesa Vista Hall Room 3019, 277-6090 or from the UNM Student Financial Aid Office, Mesa Vista Hall Room 1030, 277-2041.

If you wish to be considered for funding opportunities available through the UNM SHS Department, you must complete the UNM SHS Department application form and submit it to the main office. Forms are available from the front office. Applications for financial aid are due February 1. It is also a good idea to file a FAFSA in order to be considered for certain need-based scholarships offered at UNM.

SHS students may find employment as an Apprentice in Speech-Language (ASL) in local public schools (see section VII). Application for ASL positions should be made directly to the school system. Students may also find employment as tutors for undergraduate courses through the UNM CAPS program (see Pathfinder).

## **Appointments Administered Through SHS**

### **Graduate Assistantships**

Each year, the university allocates a sum of money to the department for graduate assistantship (GA) appointments. SHS normally distributes these as quarter-time positions in spring and fall semesters, requiring 10 hours of work per week. The stipend level is established by the College of Arts & Sciences. In addition to a monthly stipend, assistants receive 6 hours of tuition (and pay resident rates for remaining hours) and health insurance coverage. Students are appointed for a single semester though appointments may be renewed. GAs

are selected by the faculty or staff member who will supervise them, and their duties are determined by that supervisor.

**Individual Faculty Research and Training Grants** Faculty in the department may receive research or training grants from a variety of funding sources. The faculty member who has received the grant is responsible for recruiting and hiring students to participate in the grant. The duties, stipends and benefits can vary but normally are similar to GA positions.

#### **The Josephine Chen Scholarship**

This scholarship is awarded to a student who shows abilities and interest in working with diverse/multilingual populations. The amount of the scholarship depends on donor funding.

#### **The Fred M. Chreist, Sr. Scholarship**

This scholarship is awarded based on academic ability. The amount of the scholarship depends on donor funding.

#### **The Richard Hood Scholarship**

Originally directed to the support of students in audiology, this scholarship is now used to support an outstanding SHS graduate student in speech-language pathology or audiology. Dr. Hood selects the recipient each year. The amount of the scholarship depends on donor funding.

#### **The Bruce Porch Scholarship**

This scholarship is usually directed to a graduate student with a special interest in neurological disorders or reading problems. The recipient is selected in consultation with Dr. Porch. The amount of the scholarship depends on donor funding.

#### **Work Study**

Both graduate and undergraduate students are eligible. Awarded on need and meeting job criteria. Must establish eligibility through Office of Student Financial Aid in Mesa Vista Hall (505) 277-2041.

#### **Allied Health Loan-For-Service**

This program refunds educational loans for students who agree to work in various (usually rural) sites throughout New Mexico following graduation. Must be a resident of New Mexico to apply. Contact the NM Higher Education Department, 1068 Cerillos Road, Santa Fe, NM 87505-1650, <http://www.hed.state.nm.us/> for an application and information.

#### **Appointments Administered Through the Office of Graduate Studies**

##### **Graduate Fellowship**

These awards of \$7200 per year are intended to support students from groups traditionally underrepresented in graduate education.

##### **New Mexico Graduate Scholars Award**

Awarded based on academic merit, these scholarships cover tuition and fees for fall and spring semester for New Mexico residents.

#### **Performance Guidelines for Graduate Assistants**

Graduate Assistants are selected by SHS faculty and staff based on their skills and suitability for the tasks that need to be performed. Each appointment is made for a single semester. The position may continue for more than one semester if the supervising faculty or staff member so wishes and funding is available. Assistantships are

usually limited to no more than four semesters, are not normally available in the summer, and cannot be held by students during their internship semester.

Most assistantships require 10 hours of work per week on a time schedule that is acceptable to the supervisor. Assistants are required to work beginning one week before the first day of classes for each semester and continuing through the last day of finals week. Assistantships include 6 credit hours of tuition and optional health insurance. Assistants must enroll for at least 6 credit hours per semester and maintain a minimum 3.0 GPA.

Decisions concerning reappointment will be made at least 3 weeks before the end of each semester. At that time, the assistant will receive a performance evaluation, as follows:

### GA Performance Assessment

Date \_\_\_\_\_

GA \_\_\_\_\_

Supervisor \_\_\_\_\_

Rate the following items as 1 (inadequate), 2 (adequate), or 3 (excellent).

#### Score Comments

Punctuality \_\_\_\_\_

Availability \_\_\_\_\_

Reliability \_\_\_\_\_

Interpersonal traits \_\_\_\_\_

Skills (list) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement:

Areas of strength:

Recommend: Continue assistantship for semester \_\_\_\_\_, year \_\_\_\_\_ OR Terminate assistantship, effective \_\_\_\_\_ . *date*

\_\_\_\_\_  
Supervisor's signature

## VIII. Apprentices in Speech-Language (ASL)

### Rules and Regulations for ASLs

The following rules and regulations for ASLs were established by the New Mexico Speech-Language Pathology, Audiology and Hearing Aid Dispensing Practices Board, effective November 9, 1998, and must be followed explicitly.

Duties as an ASL **must not** include any of the following:

1. Administering diagnostic tests;
2. interpreting data for diagnostic statements or clinical management strategies or procedures;
3. selecting or discharging clients for services;
4. interpreting clinical information including data or impressions relative to client performance;
5. treating clients without following the individualized treatment plan.
6. independently composing clinical reports except for progress notes to be held in the client's file;

7. referring a client to other professionals or agencies;
8. providing client or family counseling;
9. developing or modifying a client's IFP/IFSP/Clinical Report or Plan of Care in any way without the approval of the SLP supervisor;
10. disclosing clinical or confidential information;
11. signing any formal documents without the supervising SLP's co-signature;
12. representing himself/herself as a speech-language pathologist.

Duties that **may** be performed as an ASL include:

1. conducting speech-language and/or hearing screenings;
2. following documented treatment plans or protocols;
3. preparing written daily plans based on the overall intervention plan designed by the supervising SLP;
4. recording, charting, graphing, or otherwise displaying data relative to the client performance and reporting performance changes to the supervising SLP;
5. maintaining daily service/delivery treatment notes and complete daily charges as requested;
6. reporting but not interpreting data relative to client performance to teacher, family, or other professionals;
7. assisting the SLP during client treatment and assessment;
8. assisting the SLP in research, in-service, training, and public relations programs.

UNM Speech & Hearing Sciences Department supports these regulations and expects any graduate student enrolled in the program who is working as an ASL to adhere to them strictly. If the regulations are not closely followed, the student may endanger his/her license as an ASL, the potential for obtaining a license as a speech-language pathologist upon graduation, and possibly the license of the supervising speech-language pathologist.

#### Guidelines for SHS Students who are Employed as ASLs

In order that students who are employed in the public schools as ASLs receive the maximum benefit from UNM's graduate program, the department has established the following guidelines:

1. Academic and clinic work will not be compromised for outside commitments. In the event that clinic or academic work cannot be completed due to an ASL commitment, graduation may be delayed.
2. It is imperative that ASLs keep their roles as student and ASL separate.
  - a) As a practicum student you are allowed to do diagnostic testing.
  - b) As an ASL you are not allowed to do testing in any capacity other than assisting the speech-language pathologist.
  - c) It is recommended that the role of ASL and practicum student be separated by days in the ASL's schedule.
  - d) Different school systems may have their own system for separating the two roles. Each ASL should follow the system of their school district, but ensure that the state licensure board regulations are followed explicitly
3. It is department policy that graduate students in the UNM graduate program work no more than half time as an ASL.
4. ASLs must always identify themselves by the title of "Apprentice" and correct/clarify any misuse of the title "Therapist" given to them by parents, students, supervisors or peers.
5. An ASL may not use his/her work site for a practicum rotation, given potential conflict of interest with ASHA and employee policy and procedures.



## IX. ASHA Certification

The ASHA Certification and Membership Handbook, available in the main office, contains a thorough description of the standards and implementation guidelines that apply to your graduate education. You should consult this manual frequently so you develop a thorough understanding of the requirements and your progress toward those requirements. In 2005 ASHA implemented new certification standards for speech-language pathology. Our graduate speech-language pathology program is designed so you will be able to meet the certification standards. The SHS Clinic Handbook shows how the appropriate clinical practicum experiences are obtained and documented in this program.

## X. Multicultural Perspectives

There is a shortage, and an increasing need, for speech-language pathologists and audiologists from under-represented groups as well as bilingual and culturally sensitive SLPs and audiologists. Resources at the University of New Mexico, and in the community and state, provide exceptional opportunities to those who have a special interest in serving multicultural populations. Below are outlined the opportunities that may be used as a part of the UNM master's degree program of studies in Speech-Language Pathology along with partial listings and information regarding multicultural resources and events at UNM.

### Coursework Addressing Multicultural Issues

Students in the graduate programs in Speech-Language Pathology and Audiology are required to take SHS 459: Multicultural Perspectives in Speech and Hearing Sciences or its equivalent. They are also required to take two 3-credit hour 500-level electives, which may be selected from a variety of areas. Below is a description of some elective courses directed to multicultural and bilingual interests:

*Anthropology 537 Seminar: Southwestern Ethnology.* (3) Examination of data and theories relevant to study of Indian, Hispanic, and dominant society cultures in southwestern U.S. and northwestern Mexico. Student research generated from student's professional interests.

*Anthropology 538 Seminar: Transnational Culture.* (3) Critical analyses of selected theories of culture change: consideration of methodologies and applications in areas such as medicine, ecology, and education. Student research generated from student's professional interests.

*Communications and Journalism 523 Seminar: Intercultural Communication.* (3) Theories and evidence on factors that facilitate and inhibit communication between representatives of different cultural groups, across national boundaries, and among people of different ethnic backgrounds.

*Sociology 520 Race and Ethnic Relations.* (3) Historical and comparative analysis of race and ethnic relations in the U.S., with comparative reference to Western Europe, Latin America, Asia. Origins and maintenance of slavery; minority community development; causes and consequences of prejudice.

*Communication and Journalism 521 Seminar: Interpersonal Communication.* (3) Theories and evidence on factors that facilitate and inhibit communication between representatives of different cultural groups, across national boundaries, and among people of different ethnic backgrounds.

*Communication and Journalism 536 Seminar: Culture & Discourse.* (3) This course studies the ways culture is created, maintained, and changed through discursive practices. Content varies each semester---e.g., gender, ethnicity, age, etc., may be selected as the focus of study.

*Psychology 573 Seminar in Cross Cultural Research. (3)*

*Bil Ed 581: Seminar in the Education of the Bilingual Student. (3)*

*Bil Ed 584: Teaching Writing in English as a Second Language. (3)*

*Linguistics 566: Psychology of Bilingualism. (3)* This course will examine psycholinguistic research and approaches to adult and childhood bilingualism. Topics include: bilingual memory and lexical representation, language separation and interaction in childhood bilingualism.

*SHS 539: Bilingual Acquisition: Clinical Implications (3)* The course is designed to prepare speech-language pathologists to work with children who are bilingual or learning a second language (English Language Learners). The focus of the course will be on identifying the critical factors that influence bilingual language acquisition, examining the linguistic characteristics (semantic, syntactic, and discourse) of English-Spanish bilinguals, and considering the clinical implications of these issues on speech and language intervention planning.

*Spanish 547: Seminar in Southwest Spanish. (3)* Research seminar covering all aspects of Chicano Spanish: linguistic structure, regional and social variation, bilingualism, maintenance and shift, English influence, etc. For Spanish speakers only.

#### Clinical Practicum

Multicultural clients are assigned to students in nearly every placement of the program. Some clients speak English as a second language. Bilingual evaluations are necessary for some clients. Some clinics are held in Mexico through our exchange program with Comunidad Crecer, a Mexico City school and habilitation center for disabled children. Graduate students who are interested in participating in our annual trip to Comunidad Crecer should contact the clinic director, Sandy Nettleton.

#### Other UNM Resources and Events

*Annual Celebration of Differences.* A spectrum of entertainment, food, discussions, presentations, exhibitions, and other educational components. The Celebration packs such a wide variety of entertainment from many different cultures that each member of the audience, regardless of their identity or background, experiences something different. The diverse range and strength of the programming is enough to leave each audience member with a tremendous sense of the power and beauty inherent in difference. Monthly seminars/discussions are scheduled throughout the year to complement the annual event.

*Center for Southwest Research.* Library collections, programs and services that support academic and research activities regarding the Southwest, especially New Mexico. Include primary source manuscripts, monographs, serials, photos and tapes. Call 277-6451.

*Maxwell Museum of Anthropology.* Displays permanent exhibits on human physical and cultural evolution and Southwestern U.S. prehistory. Temporary exhibits cover a worldwide range of topics. Museum Store offers publications, craft objects, and gift items. Call 277-4404 for information; open weekdays 9:00 am. to 4:00 pm., Saturday 10:00am. to 4:00 pm., and Sunday 12:00 pm. to 4:00 pm.

*Oral History Program.* The UNM Oral History Program is a component of the General Library's Center for Southwest Research, dedicated to documenting New Mexican and Southwest history. The Oral History program strives to make its work available to the public through programming, history, exhibitions, and teaching materials in the state school system. Call 277-2288.

*Radio Programming.* KUNM (89.9 FM) programming includes “Raices” (Hispanic/Latino/Chicano music from around the world) Monday, 7 pm. and Saturday, 2 pm.; “Espejos de Azatlan” (bilingual arts and public affairs program with interviews) Monday, 9 pm.; “Salsa Sabrosa” (Afro-Cuban music) Friday, 7 pm.; and “Voces Feministas” (voices of third-world women and women of color) first Saturday of month, 12 pm.; “Latino USA” (English language radio journal of Latino news and culture) Monday, 8:30 am. Special programming in September for Hispanic Heritage Month. February is Black History month. International Women’s Day, March 8 (March is International Women’s Month); “Global Music” Monday, 10pm-1am.; Native American events & music, Sunday 12-4pm.; Reggae Music Thursday, 7-10pm.; Latina USA Monday 8:30am.; Gospel Music & Announcements Sunday 6-9am. For a complimentary copy of KUNM’s program guide, call 277-3968. Contact KUNM at 277-4807.

## **Hispanic**

*Student Organization for Latin American Studies (SOLAS).* An organization for students interested in Latin America. Organizes weekly luncheon lectures, meeting film festivals, dances, and colloquia to educate the University community and the public about Latin American affairs. Contact Andrea Bassin at the Latin American Institute at 277-2961.

*Colonial Latin American Historical Review.* A quarterly publication of the Spanish Colonial Research Center at UNM. Contains original articles dealing with the colonial era 1492-1821 in Hispanic America. Features research and writing in English and Spanish, plus announcements of current history news, book advancements, reviews and notes. Call 277-1371.

*Latin American Research Review.* The leading academic journal in the field, published by UNM’s Latin American Institute, along with several other serial publications. Call 277-5985.

Spanish Colonial Research Center. A joint project of the National Park Service and UNM to develop a research database for Spanish Colonial Heritage sites in the National Park Service. The SRC collection is comprised of over 80,000 pages of microfilmed Spanish colonial documents and 4500 maps, architectural plans and sketches from Spanish and Mexico archives. Call 277-1370.

*Spanish Resource Center.* Provides support for bilingual education programs and the teaching of the Spanish language with a wide range of language and literature in Spanish, teaching and audio/visual materials, related didactic programs, workshops, seminars, teaching skill sessions and information exchanges. A joint venture of the Government of Spain, the New Mexico State Department of Education and UNM. Call Division of Continuing Education at 277-3696.

*Arts of the Americas.* A series of courses, workshops, exhibits, performances, festivals and exchanges with Latin American institutions that provide opportunities for New Mexicans around the state to examine and learn about the arts in our hemisphere. Call the College of Fine Arts at 277-2744.

Mariachi Spectacular. A three-day festival sponsored by the UNM Division of Continuing Education that features workshops, Family Street Fair, Sunday Mass and performances by some of the world’s finest mariachi musicians. Call 277-2527.

*Reflexiones Del Corazon Touring Exhibition.* A multi-media portfolio depicting the New Mexican roots of photographer Miguel Gandert, artist Maria Baca and poet Gabriel Melendez that travels about the state. Call the College of Fine Arts at 277-2744.

*Vargas Project.* Collection, translation, editing and publishing of the journals of Don Diego de Vargas (1691-1704) in multi-volume, bilingual scholarly editions. The Vargas Project also serves as a laboratory in the humanities for editing, historical, research and language studies. Call the Vargas Project at 277-6600.

*Spanish Classes.* A variety of Spanish classes are offered including Conversational Spanish, Spanish for Medical Personnel, Spanish for Travelers, and Intensive Spanish. Call Division of Continuing Education at 277-2527 or the Spanish and Portuguese Department at 277-5907.

## **Native American**

*Information and Materials Resource Collection.* Library of materials on Native American education, college programs, tribal public policy and culture and materials relating to Native American stereotyping. Also, books by and about Native Americans, Native American newspapers and newsletters from around the country, clipping relating to Native American issue and alternative source materials. Contact the Native American Studies Center at 277-3917.

*NAS Newslines.* Native American Studies newsletter providing information on NAS programs, national news affecting Native Americans, news from Indian Country, extensive event calendars, and information on employment, publication and grant opportunities. Contact the Native American Studies Center at 277-3917.

*PATHWAYS OFF THE REZ.* Unique, nationally acclaimed NAS student handbook that incorporates comprehensive information for UNM students with humorous references to reservation life. The handbook describes aspects of university life such as admissions, financial aid, colleges, Native American programs on campus, student organizations, food service and also offer information on tribal scholarships. Call the Native American Academic intervention and Retention Project at 277-3917.

*Radio Programming.* Native American programming on KUNM (89.9 FM) includes locally produced "Singing Wire" Sundays from noon-4 pm., featuring a broad spectrum of Native American music, plus information on pow-wows and other community events. Also the syndicated "National Native News" daily from 5:25-5:30 pm. For a complimentary copy of KUNM's program guide, call 277-3968. Contact KUNM at 277-4404.

*Maxwell Museum of Anthropology.* Displays worldwide collections with special emphasis on native cultures of the Southwest. In addition, features a significant collection of the artifacts of the Anasazi ancestors of today's Pueblo Indians. Call the Anthropology Building at 277-4404.

*Classes in the Navajo Language.* Classes in the Navajo language are offered through the Linguistics Department. Call 277-6353.

## **African American**

*Culture and Education Seminars Project.* A cooperative effort of the Educational Foundations, Communication, and African American Studies departments to conduct semester long seminars on current issues on education and culture including testing, IQ scores, multiculturalism, pedagogy, etc. Contact Dr. Shiame Okunor at 277-5644.

*Black Experience Television Program.* An interview and discussion program produced three times a year by African American Student Services and aired Sunday mornings on KOAT-TV Channel 7. Contact Tony Franklin at African America Student Services at 277-5645.

*Charlie Morrissey Research Hall.* A repository for research materials on the contributions and achievements of Black people in New Mexico specifically, as well as the general southwest region of the United States. Call African American Studies at 277-5644.

*Radio Programming.* KUNM (89.9 FM) programming includes “AFROPOP” (music with an African influence from around the world) Saturday, 2 pm.; “Horizons” (weekly documentary series which explores the diversity of American culture) Wednesday, 4 pm.; “Iyah/Reggae” (a spectrum of music with African roots) Thursday, 7 pm.; “Salsa Sabrosa” (Afro-Cuban music which has influenced U.S. music since the 1920s) Friday, 7 pm.; “Train to Glory” (Black gospel featuring traditional, contemporary, and local church choirs) Sunday, 6 am.; and “Voces Feministas” (voices of third world women of color) first Saturday of the month, 11 am.; “Street Beat” (House, hip-hop, and dance hall) Friday 7-10 pm. Special programming in February for Black History Month. Call 277-3968 for complimentary copy of KUNM’s program guide. Contact KUNM at 277-4807.

*Black History Month Kickoff Celebrations.* African American Studies sponsors activities each February including a Black History Month Kickoff Brunch with featured lectures by nationally and internationally renowned scholars and historical persons such as Rosa Parks, Maya Angelou, Tony Brown, Yolanda King, and Marva Collins. Other events include films, theater, dances, and exhibits. Co-sponsored by the African American Studies and other campus and community organizations. Call African American Studies at 277-5644.

*Martin Luther King Multicultural Celebration Committee.* UNM faculty and staff members serve on the planning committee for the citywide event, which includes scholarship awards, speakers, special events and cultural activities. Call African Studies at 277-5644.

*South African Exposition.* A week long, multi-media event with lectures, panel discussions, films and presentations co-sponsored by African American Studies and other organizations. Call African American Studies at 277-5644.

## **Other Student Organizations**

*The Campus Guide to Chartered Student Organizations.* Provides information regarding those student organizations on campus that have filed a charter form at the Student Activities Center (277-4706). Below is a list of some of the ethnic and cultural organizations that were listed in recent publications:

- American Arab Anti-Discrimination Committee
- Black Graduate Student Association
- Black Student Union
- Chinese Student Association
- Chinese Student Friendship Association
- India Student Association
- International Center
- Japanese Student Association
- Kiva Club
- Korean Student Association (KSA)
- La Paza Estudiantil
- Movimiento Estudiantil Chicano de Aztlan (MEChA)
- (NAACO) National Association for the Advancement of Colored People
- National Hispanic Institute Alumni
- Society for the Promotion of Indian Classical Music
- Southwest Indian Student Coalition.

**XI. Appendices**

**UNM SPEECH & HEARING SCIENCES  
SAMPLE M.S. PROGRAM PLAN**

1st Fall	1st Spring	1st Summer
506 Read & Write Research	533 Ch. Language Asses.	507 Adult Lang. Disorders
534 Ch. Language Interv.	525 Voice Disorders	500 Clinic
500 Clinic	500 Clinic	
	500 level elective	
2nd Fall	2nd Spring	2nd Summer
531 Motor Spch/Stuttering	535 Medical SLP	558 Internship
517 Dysphagia	500 level elective 2	(or 558 in Fall)
500 Clinic	532 AAC	
	(500 Clinic)	

**“Language First”  
PROGRAM PLAN**

**NAME:****Entry into Grad Program:**

SUMMER	FALL	SPRING
Elective	SHS 534 Language Intervention	SHS 533 Language Assessment
	SHS 506 Reading/writing	SHS 532 AAC
	SHS 500.001 Clinic	SHS 500.002 Clinic
		[Elective]

SUMMER	FALL	SPRING
SHS 507 Adult Neurogenics	SHS 531 Motor Speech/Stutter	SHS 525 Voice
Elective	SHS 517 Dysphagia	SHS 535 Med SLP
	SHS 500.003	SHS 500.004 Clinic

SUMMER	FALL	SPRING
SHS 558 Internship		

**“Medical First”  
PROGRAM PLAN**

**NAME:**

**Entry into Grad Program:**

Summer	FALL	SPRING
	SHS 534 Language Interv	SHS 533 Language Assess
SHS 507 Adult Neurogenics	SHS 506 Reading/Writing	SHS 525 Voice
	SHS 517 Dysphagia	SHS 500.001 Clinic

SUMMER	FALL	SPRING
Elective	SHS 531 Motor Speech/Stuttering	SHS 532 AAC
500.002 Clinic	SHS 500.003 Clinic	SHS 535 Med SLP
	Elective	SHS 500.004 Clinic
SUMMER		
SHS 558 Internship		

Your program of study will be designed in collaboration with the graduate advisor. Program plans vary because prerequisites dictate the sequence of courses. Students who have not completed all required undergraduate prerequisites will need to add those courses to their programs. Most graduate courses (except Clinic) are offered only one time per year.

Whenever possible, graduate courses are scheduled in the late afternoon or evening in order to minimize interference with clinical placements. Classroom portions of 500 Clinic classes are often scheduled during the day but every attempt is made to minimize interference with clinical placements.

At least 4 enrollments in 500 Clinic are required. Additional 500 Clinic enrollments may be required if students have not achieved a minimum of 400 hours of client contact or experience with an appropriate range of clients and disorder types.

All graduate level requirements for the degree must be completed within 7 years.

**PETITION FOR APPROVAL OF GRADUATE ELECTIVE COURSE**

Department of Speech &amp; Hearing Sciences

Name \_\_\_\_\_

Date \_\_\_\_\_

Department and number of course selected\* \_\_\_\_\_

Course title \_\_\_\_\_

Instructor \_\_\_\_\_

Semester and year when you plan to take the course \_\_\_\_\_

Rationale \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*The elective course must be 3 credit hours of a 500-level course and must be taken for a grade.

Required signature: \_\_\_\_\_

Advisor Approved: Yes \_\_\_\_\_ No \_\_\_\_\_



ADVISING REQUIREMENTS MATRIX		Student:					
(bold = required course)							
ASHA new standards	SHS	prereq	course name	UG cred	G cred	sem taken	
ACADEMIC							
adequate oral and written English	UNM core	see catalog					
transcript credit in biology	UNM core	see catalog		3			
transcript credit in physical sci.	UNM core	see catalog		3			
transcript credit in social/behavioral sci.	UNM core	see catalog		3			
transcript credit in mathematics	<b>Math 121</b>	see catalog	college algebra	3			
	<b>Psyc 200</b>	see catalog	statistics	3			
normal human comm. & swallow: biology	<b>SHS 310/510*</b>		anat & physiol	3			
normal human comm. & swallow: neurology	<b>SHS 450</b>	310	neural basis		3		
normal human comm.: acoustic	<b>SHS 330</b>		comm sci	3			
normal human comm.: psychological	<b>SHS 430/530*</b>		lang dev	3			
normal human comm.: developmental	<b>SHS 430/530*</b>		lang dev	3			
normal human comm.: linguistic	<b>SHS 303</b>			3			
normal human comm.: cultural	<b>SHS 459/559*</b>	428, 430	multicultural	3			
comm. disorders: articulation	<b>SHS 428/528*</b>	303	phon dis	3			
comm. disorders: fluency	<b>SHS 531</b>	450	motor sp & stutt		3		
comm. disorders: voice & resonance	<b>SHS 525</b>	310	voice		3		
comm. disorders: language, incl manual	<b>SHS 431</b>	430	ch. lang dis	3			
	<b>SHS 507</b>	450	adult lang dis		3		
	<b>SHS 533</b>	431	lang assessment		3		
	<b>SHS 534</b>	431	lang intervention		3		
comm. disorders: hearing	<b>SHS 321/541*</b>	310	audiology	3			
	<b>SHS 425</b>	321	aural rehab	3			
comm. disorders: swallowing	<b>SHS 517</b>	310	dysphagia		3		
comm. disorders: cognitive aspects	see lang, above						
comm. disorders: social aspects	<b>SHS 458</b>	428, 431 pre-clin		2			
comm. disorders: modalities incl AAC, manual	see 531						
standards of ethical conduct	see 458						
research principles & evidence-based practice	<b>SHS 506</b>	psych 200	Research		3		
contemporary professional issues	<b>SHS 535</b>	450	med SLP		3		
professional credentials, practicum	<b>SHS 558</b>	permission	internship		9		
practicum + classroom component	<b>SHS 500-1,2,3</b>	458	clinical practice		9		
additional practicum (at least one enrollment)	<b>SHS 500-4</b>	500-3	clinical practice		3		
Electives (SHS and/or approved electives)	<b>SHS 539, etc</b>	permission			6		
Total SHS grad credits					54		
Total SHS UG credits				34			
Total UG support course credits				21			
Total G credits					54		
CLINICAL (see skills outcomes Standard IV-E)							
25 hours observation							
375 hours direct pt contact, 325 while enrolled in grad program							
Must include an appropriate variety of ages, cultures, types, severities							

\* Students who already have a bachelor's degree (any field) should enroll under the graduate number.

\*\* Not required for students who have a bachelor's degree from another field or university.

## **KASA Handbook**

### **Overview of KASA**

The purpose of the UNM Knowledge and Skills Acquisition (KASA) form is to document the academic and clinical experiences relative to the American Speech-Language-Hearing Association certification standards. Achievement of those standards is measured by summative and formative assessment. Summative assessment is the comprehensive evaluation of learning outcomes at the end of your educational preparation. The comprehensive examination and the PRAXIS examination are examples of summative assessment. Formative assessment is the ongoing measurement during your educational preparation for the purpose of improving student learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills. Formative measures include both oral and written components as well as demonstrations of clinical proficiency. The KASA form tracks formative assessments during the masters degree program.

### **Undergraduate and Graduate Expectations for the KASA**

Although documentation for the KASA form begins at the undergraduate level, most of the knowledge and skills documented will occur at the graduate level. There are several reasons for focusing on the graduate experience. First, only those holding a masters degree may be certified by ASHA. Second, ASHA accredits graduate programs and only indirectly influences undergraduate program. Third, most knowledge and skills specified on the KASA form are entry-level professional skills, beyond the skill level expected for undergraduate students.

Graduate students with KASA documentation from other schools should share this with the SHS graduate advisor to be certain that the information is recorded on the UNM KASA form. Students without KASA undergraduate documentation will review their academic transcripts with the graduate advisor to be certain the information from their undergraduate experiences is recorded on the UNM KASA form.

### **ASHA Certification**

Applicants for ASHA certification must meet seven broad standards. These standards are provided in the Certification and Member Handbook: Speech-Language Pathology available in hard copy through ASHA's Action Center and online at [www.asha.org](http://www.asha.org). Students are expected to review and fully understand these standards. Briefly, the standards for certification are as follows:

1. A masters degree must be obtained from an accredited institution (I, II).
2. Students must possess a minimal level of knowledge and skills related to the profession (III, IV).
3. Students' knowledge and skills must be assessed both formatively (during the masters program using KASA) and summatively (at the end of the program using PRAXIS) (V).
4. A clinical fellowship must be completed (VI).
5. Certification must be maintained through ongoing education (VII).

### **KASA Knowledge and Skills Standards**

The knowledge sections of KASA track your achievement in academic classes relative to Standard III A-H. The skills sections of KASA track achievement in clinical practicum relative to Standard IV A-G. The specific standards and knowledge and skills area addressed by each academic course and clinic practicum are listed in the course syllabi. Instructors may also provide you with a list of the specific activities (assignments, exams, papers, presentations, etc.) by which each standard will be measured.

## **Criteria for Mastering Standards**

You must demonstrate competency for all ASHA standards to be eligible for ASHA certification. The minimal criterion for mastery for each standard is as follows:

1. A grade of “B” or better in all graduate courses and practicum experiences.
2. Successful completion of learning activities associated with the standard. Your instructor will inform you of learning activities for their course.
3. Successful completion of remediation opportunities in the event that you did not pass a standard or individual measurement associated with the standard (e.g., examination or paper).

### ***Passing Standards in Courses Taken outside the SHS Department***

Standard III A specifies that students must demonstrate knowledge in the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences. Most students will meet this standard by applying undergraduate coursework they have already taken at UNM or another institution. You must have received a “C” or better in these courses in order to meet Standard III A.

### ***Passing Standards in Course Taken within the SHS Department***

The remaining KASA requirements are satisfied by graduate level required coursework. You must successfully complete learning activities associated with each standard and receive a “B” or better in order to meet KASA requirements for courses and clinic practicum experiences taken during your graduate program. If you do not meet KASA requirements, you qualify for remediation opportunities described below.

## **Implementation Procedures**

### ***Knowledge Areas***

During each course, you should be in close contact with the instructor to assure that you are meeting the knowledge area specified in KASA. If you are failing to meet KASA requirements, you should schedule a meeting with the course instructor so that remediation opportunities can be addressed as soon as possible. Instructors will notify you in writing at the end of each course if you have passed all the standards associated with their course.

### ***Skills Areas***

During each practicum, graduate clinicians will be rated on all KASA skills that apply to that practicum. The skills are listed on the “Clinical Practicum Evaluation Form.” If you are failing to meet KASA requirements, you should schedule a meeting with the clinical supervisor to permit remediation as soon as possible. At midterm and at the end of the semester, your clinical supervisor will provide you with feedback regarding your progress toward the skills addressed in that clinical experience.

## **Maintaining the Form**

During your first advisement meeting with the graduate advisor, you will be provided with the KASA form and a binder for KASA materials. The graduate advisor will review your academic transcripts and will check off the knowledge standards you have already met through prior coursework. You will maintain this binder for the remainder of your graduate program. Your binder will be stored in the department file room, and you will check out the binders to update the KASA form within four weeks of the end of each semester.

At the beginning of each course, instructors will provide you with a list of standards addressed in their courses and indicators for achieving those standards (e.g., assignments, projects, or exams). At the end of each course, instructors will provide you with a signed checklist of standards that you did or did not achieve during the course. You will file each course standards checklist in your KASA binder during the graduate program.

At the beginning of your clinic practicum experience, clinic instructors or supervisors will provide you with the “Clinic Practicum Evaluation Form” which specifies 18 KASA skills. You will be rated on the skills that apply and assigned a grade equivalent at mid-term and at the end of the semester. During a majority of your clinic rotations, a clinic lab class will be required. Your performance in the clinic lab class may be considered as a portion of your clinic grade for that practicum.

The graduate advisor and clinic director will examine your KASA binder before the beginning of each semester to assess your progress in meeting KASA standards.

### **Remediation Opportunities for Knowledge Standards**

If you do not meet a standard for a course, you may discuss additional opportunities to demonstrate competency with the instructor. The remediation strategy is employed at the discretion of the instructor and is based on resources and opportunities available at the time the remediation request is made. Examples of knowledge remediation opportunities are listed below:

1. Re-take an examination. It is not expected that this will change the course final grade.
2. Re-do an assignment during the semester that the course is being taken. It is not expected that this will change the course final grade.
3. Complete a different but related task, such as writing a paper or clinical document or participating in a clinical activity demonstrating application of the knowledge or skill.

You will be expected to complete the remediation activity during the time frame given by the course instructor. Remediation strategies for academic courses must be completed within one semester (summer, fall, or spring) following the end of the semester in which the standard was addressed.

You are given two chances to demonstrate knowledge that meets KASA requirements. The first time is during the course when the instructor presents the class material. The second time is when remediation opportunities are employed. Neither the instructor nor the department is obligated to offer a third chance for you to demonstrate knowledge for the standards associated with each course.

At the completion of the remediation plan, the instructor will determine whether or not the standard has been achieved, and the plan will be placed in the KASA binder to be reviewed by the graduate advisor.

### **Remediation Opportunities for Skills Standards**

Typically, it will take more than one semester for skills standards to be achieved. Skills standards will be scored by your clinical supervisor as 1 (minimal and/or unsatisfactory), 2 (emerging or inconsistent), 3 (adequate with moderate support), 3.5 (adequate with minimum support) or 4 (independent, meets standards, or exceeds standards).

If a student's work in clinic is below the minimum level expected for students in that practicum at that level of experience (as reflected by earning an overall grade below B, a rating of less than 3.0 on any one skill, or by behavior in conflict with policies in the clinic manual or the ASHA Code of Ethics), the student is counseled by

his or her current clinic instructor and/or the clinic director. This counseling informs the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and the reasons are explained to the student.

A grade of “B-“ or lower will result in the student repeating the clinic rotation and participating in a remediation action plan. Accrued clinic hours will count towards ASHA requirements for a grade of “B-“, but not for a grade lower than a “B-“.

The student participates in devising a clinic practicum remediation plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished.

The written remediation action plan is the responsibility of the student clinician and the current clinic instructor; although the current clinic instructor or student may request input from a previous clinic instructor or the clinic director as needed. The remediation action plan should be tailored to the clinician’s individual strengths and growth areas, and should not significantly waiver from the same requirements and expectations that are placed upon other students with the same level of experience. The time frame for the plan is determined by the student clinician and the current clinic instructor, and is based on expectations for reasonable progress. The plan is to include criterion for success and/or specific observable behaviors that will result in success. A plan for review of progress and feedback is to be specified in the remediation action plan. Refer to the Appendix for a template of the “Clinic Remediation Action Plan.”

Examples of skill remediation opportunities are listed below:

1. Engage in a remediation action plan for the remainder of the current clinic practicum experience (In-house or off-site)
2. Engage in a remediation action plan during the semester following the practicum in which the competency was addressed. This option may delay further clinic rotations for a semester or more.
3. Repeat the clinic rotation in-house while engaging in the remediation plan (if the clinician is placed off-site for the current practicum semester).

At the completion of the remediation plan, the clinic instructor will determine whether or not the skill has been achieved, and the plan will be reviewed by the clinic director.

If a student is not able to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty and professional staff, then the student may be informed by the clinic director, (following consultation with the student’s graduate advisor and the department chairperson), that practicum privileges have been terminated. Since practicum is an integral and required part of the master’s program, final termination of practicum privileges also means termination from the master’s program in speech-language pathology. (Reasonable refers to expectations based on experiences with other students in similar assignments.)

### **Consequences for Not Meeting Knowledge of Skills Standards**

Failure to meet any KASA standard at the end of the student’s program may result in the program not recommending the student for ASHA certification. Final determination will be made by the clinic director and the graduate advisor.

**Applying for ASHA Certification**

Your KASA binder will be maintained in the department to guide us in completing the paperwork for ASHA certification. The binder can be checked out through the Students Services Coordinator or Administrative Assistant. The binder must not leave the SHS building. You should also keep a copy of the completed KASA form as you apply for certification.

**Department of Speech and Hearing Sciences  
University of New Mexico**

**Student Plan for Remediation of Knowledge and Skills**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason for Remediation:

Remediation Objectives:

Remediation Activities and Time Frame for Achievement:

\_\_\_\_\_  
Outcome of Remediation Plan:

Course Instructor/Clinical Supervisor:

Date:

## KASA SKILL OUTCOMES (Clinic Practicum) REMEDIAL ACTION PLAN

Clinician \_\_\_\_\_ Clinic Instructor \_\_\_\_\_ Date \_\_\_\_\_

Duration of Remedial Action Plan (Specific Dates): \_\_\_\_\_

Will an additional supervisor be rating the student? \_\_\_\_\_ Supervisor \_\_\_\_\_

Clinician Strengths and Competencies Met: \_\_\_\_\_

Competency to Address	Objective Clinician Behaviors to meet competency	Criterion level for competency

Performance will be reviewed on the following dates: \_\_\_\_\_

I agree to these action steps:

Student signature \_\_\_\_\_

Date \_\_\_\_\_

CI/Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

### Follow up:

Remediation Action Plan successfully completed on (date): \_\_\_\_\_

Recommendations:

Remediation Action Plan NOT successfully completed \_\_\_\_\_ Date \_\_\_\_\_

Recommendations:



**Department of Speech and Hearing Sciences**  
**M.S. Student Outcomes Questionnaire**

Name \_\_\_\_\_ Date \_\_\_\_\_

Permanent Address \_\_\_\_\_  
 \_\_\_\_\_

1. What is your anticipated graduation date (month & year)? \_\_\_\_\_  
 Major area of study: \_\_\_\_\_ Audiology \_\_\_\_\_ Speech-Language Pathology

2. What are your plans following graduation?

a. \_\_\_\_\_ **employment**

If you are already working or are reasonably sure where you will be working, please give us the name of your employer: \_\_\_\_\_

State where you will be employed: \_\_\_\_\_

What kind of work will you do? \_\_\_\_\_

b. \_\_\_\_\_ **further education**

If you have been accepted into a program, please tell us the name and state of the school:

If you have not been accepted yet, please list the schools that you are considering:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What will you study? \_\_\_\_\_

c. \_\_\_\_\_ **other**

What are your plans? \_\_\_\_\_

3. Please rate the following questions on a scale of 5 (extremely satisfied) to 1 (extremely **unsatisfied**).  
 Circle the number that best represents your opinion:

a. How satisfied are you with the curriculum (required courses and the material covered in those courses) in Speech & Hearing Sciences?

5 4 3 2 1

b. How satisfied are you with the quality of instruction (teaching abilities of the instructors) in these courses?

5 4 3 2 1

c. How satisfied are you with the support services (advising, help from staff, administrative procedures, etc.) in Speech & Hearing Sciences?

5 4 3 2 1

d. How satisfied are you with the range and quality of your clinical practicum experiences?

5 4 3 2 1

e. How satisfied are you with the quality of your clinical internship experience?

5 4 3 2 1

4. What were the best aspects of your studies in Speech & Hearing Sciences?

5. What recommendations do you have for improving the program?

**ASHA CODE OF ETHICS AND ASHA SCOPE OF PRACTICE**

The ASHA Code of Ethics and ASHA Scope of Practice are key guidelines for graduate students in our program. Students' performance, conduct, and communication should be consistent with the guidelines and policies in these two documents. The documents can be accessed at <http://www.asha.org/docs/html/ET2010-00309.html>.