



University of Nevada, Reno  
School of Medicine

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Speech Pathology and Audiology

# Department of Speech Pathology & Audiology



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## Statement of Non-Discrimination

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University of Nevada, Reno – Speech Pathology & Audiology

Any member of the University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: [Zeva R Edmondson](#), Title IX and Equal Opportunity Director, (775) 784-1547.

Note: This handbook lists graduate program academic policies and procedures. It includes information on graduate school policies, degree requirements, timeline for degree completion, committee selection guidelines and comprehensive exam/thesis requirements. Every effort has been made to make this handbook accurate as of the date of publication; however, this handbook does not constitute a contractual commitment. Graduate programs may not offer all of the courses as described, and policies are subject to yearly review and changes with program director and Graduate Council approval.

## Welcome

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Dear SPA Students: Welcome to the University of Nevada Reno, Department of Speech Pathology and Audiology!

We look forward to working with you during your matriculation of your Master's Degree Program here in the Department of Speech Pathology and Audiology. Although this is a very demanding program, we know that upon completion you will be well prepared for your professional career as a Speech-Language Pathologist. As a department, our goal is to promote excellence in research, teaching and training, and the practice of speech and language pathology by fostering a collaborative and collegial environment that welcomes intellectual diversity and complementarities. We hope that you will, from the start, participate in supporting your colleagues. They will be your support for the next two years.

This program essentially has two different tracks that are equally important: academic and clinical. You will have academic course work and clinical training. These are equally weighted in terms of gaining required experiences for your professional success in the long term. In the short term, you will be evaluated in both of these areas. The program is designed to provide consistent and high-quality academic and clinical education. Part and partial to this, we also provide appropriate advising, monitoring, mentoring, nurturing and coaching to ensure your academic, clinical, and personal success. Our past students have been very successful with the type of support we provide; and we believe that with all of the available support, you will be very successful in completing the program. Even so, your academic success depends on how well you take responsibility for your own education, including taking initiative to achieve academic excellence.

You will be assigned to an academic advisor to help and guide you during your tenure, as needed. Your advisor will meet with you one time per semester. However, if you need additional help, you may want to consult with your advisor more often. Your advisor will report your progress to the faculty at-large to ensure that you are both progressing and advancing through the program. We want you to be successful and we will do all that we can to ensure that you are successful – but you must do your part as well.

We are providing you with a clinic and academic handbook that is also on our website. This will provide you with useful information and material aimed at facilitating your entrance to the program. It includes detailed information about requirements, procedures, courses, contact information, and important forms. Please consult the handbook to obtain information or ask anyone of the staff or faculty.

You are joining second year students in a program that is nationally recognized in preparing young professionals for careers in public service. Our congratulations and warm welcome!

Pradyumn Srivastava, Ph.D.  
Director of Graduate Studies

Tami Brancamp, Ph.D.  
Chair

## Faculty and Staff

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## Accreditation

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### Council on Academic Accreditation

The CAA formulates standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology. It evaluates programs that voluntarily apply for accreditation. It grants certificates and recognizes programs that have fulfilled requirements for accreditation and maintains a registry of holders of such certificates. It also prepares and furnishes lists of accredited programs to appropriate persons and agencies. Although it is part of the American Speech-Language-Hearing Association, the CAA operates autonomously when it carries out its accreditation tasks ([CAA-ASHA Website, 2016](#)).

The Master's program at UNR Speech Pathology and Audiology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). For information and public comment opportunities, including questions or concerns, or complaints related to graduate program accreditation, please visit: ASHA Academic Accreditation. For specific information regarding complaint submission procedures, see Chapter 13 of the Accreditation Handbook.

To contact the CAA directly:

- [Email the CAA](#)
- Action Center - Members: 800-498-2071
- Action Center - Non-Members: 800-638-8255

## Academic Requirements

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### Knowledge and Skills Acquisition (KASA)

Programs may use the mechanisms of their choice to document and track student progress in the acquisition of knowledge and skills. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) will review an accredited program's process and forms to ensure compliance with its standard related to accurate record keeping. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) requires an applicant to file a certification application that contains the "Verification by Program Director" page to verify that the student has met the appropriate knowledge and skills mandated by the standards. (www.asha.org, 2016)

The Department of Speech Pathology and Audiology uses the Knowledge and Skills Acquisition (KASA) form to confirm the students' acquisition of all required areas of knowledge and skill required by CAA. Students' knowledge and skills outcomes in the following areas are monitored using these forms in conjunction with academic and clinical performance measures:

1. Articulation
2. Fluency
3. Voice and resonance
4. Receptive and expressive language
5. Hearing
6. Swallowing
7. Cognitive assessments of communication
8. Social aspects of communication
9. Communication modalities

### Program Objectives/Student Learning Outcomes (SLOs)

The general mission of the Department is to provide high quality educational experiences, research productivity in the area of communication science and disorders, and clinical services to the communicatively-impaired. Program objectives are as follows:

- As there is a critical shortage of speech-language pathologists, the department will sustain enrollment in all degree programs.
- Faculty will conduct research, seek extramural funding, and encourage student involvement in research.
- Faculty commits to developing specialized clinical programs that reflect current needs and future trends utilizing current technology and expanding innovations.
- Master candidates will develop skills and experience in assessment and therapeutic techniques for children and adults with communication disorders.
- Doctoral candidates will develop skills and experience in teaching, clinical supervision, and research and develop expertise to lay the foundation for an experimental dissertation that will contribute original knowledge to the field.



## Graduate Program

The University of Nevada, Reno offers a two-year program leading to the M.S. degree in Speech Pathology. Students are prepared for professional careers as speech-language pathologists in schools, hospitals, rehabilitation centers, and community clinics. The program provides the academic and clinical requirements necessary for the Certificate of Clinical Competence from ASHA. Students become eligible for ASHA certification following completion of the M.S. degree, successful completion of the national certification examination (National Praxis Examination), and completion of a one-year clinical fellowship year (CFY). The CFY consists of nine months of full-time professional employment as a speech-language pathologist completed under the supervision of a certified speech-language pathologist.

- **Master's degrees:** All course work must be completed within six years preceding the awarding of the degree. If you have any questions regarding the academic component of the graduate program, please contact Graduate Program Director, [Pradyumn Srivastava](#), Ph.D.
- **Doctoral degrees:** All course work must be completed within eight years preceding the awarding of the degree. Credits transferred into doctoral degree from a completed master's degree are exempt from this eight-year limit. If you have any questions regarding the academic component of the graduate program, please contact Graduate Program Director, [Pradyumn Srivastava](#), Ph.D., CCC-SLP

Master's students must also complete a minimum of 375 clock hours of supervised clinical practicum. Students typically complete three to four semesters of practicum in our extensive on-campus Speech and Hearing Clinic. Clinical services are offered for a variety of communicative disorders and are supervised by faculty. Students also are required to complete two off campus clinical externship placements. Numerous placements are available in the community's public schools, hospitals, Veteran's Administration Hospital, rehabilitation centers, and early intervention programs. Please refer to the Clinical Handbook for requirements. If you have any questions regarding the clinical component of the graduate program, please contact Clinical Director, [Rachael Walden](#).

Students are required to follow a prescribed program of study that is approved by the Graduate School. The M.S. curriculum provides a variety of course offerings that emphasize evaluation and treatment of communicative disorders involving language, phonology, fluency, voice, alaryngeal speech, aphasia, cleft palate, augmentative communication and swallowing. In following a prescribed program of study allows students to be adequately prepared for professional careers. Students have two options for completion of the program: Non-Thesis and Thesis Option.

## Contact

The Director of Graduate Studies –Pradyumn Srivastava, PhD CCC-SLP

## Master's Program

### Credits to graduate

- Non-Thesis Option – Minimum of 48 (47 Core Courses + 1 Comprehensive Exam) credits
- Thesis Option – Minimum of 53 credits (47 Core Courses + 6 Thesis) credits

### Non-Thesis Option

The non-thesis option requires a minimum of 48 semester credits at the graduate level including a written comprehensive examination credit (SPA 795). The non-thesis option requires comprehensive written examinations covering communication science, normal speech, language, and hearing processes, pathologies, and clinical procedures.

### Comprehensive Examinations

Regarding Comprehensive Examination (SPA795), the faculty have decided to release the two classes (**not the specific topics/questions**) two days before the examination on Wednesday (1/3/2024) morning. Until that point, the faculty reserves the right to decide the test question(s) and format that best assesses the summative knowledge in that respective course. You must not email questions to the respective faculty after the release of the courses. Faculty are instructed not to answer any comps related questions starting 1/3. This format continues to encourage a comprehensive review of the complete Master's curriculum up until that date, which will serve you all well beyond graduation.

Comprehensive examinations are administered in a *written format on a computer* about the first week of the wintermester (usually the first Friday) in the second year of the graduate program. Comprehensive Examination questions are generated by academic faculty and are randomly assigned to students by the Director of Graduate Studies. The students *write* responses for two separate faculty in two, two-hour blocks. Comprehensive examinations questions may include any course content taught by the faculty. The examinations are proctored by members of the faculty or their designee, or at the University of Nevada, Reno (UNR) Testing Center or testing center authorized by the Director of Graduate Studies. Students will be notified of the results of the Comprehensive Examinations no more than two weeks following the exams. Exams are evaluated based on: Pass, Provisional Pass, or Fail.

If a student achieves a Pass on the first attempt, the student progresses towards graduation.

If a student achieves a Provisional Pass on the first attempt, the student is required to fulfill retake requirements for the Comprehensive examinations, as specified by the respective instructor, to achieve a successful Pass. This format could include additional discussion with the respective instructor and/or written responses on a same or a new question in that content area. If the student achieves a successful Pass on the retake of the Comprehensive examinations, the student progresses towards graduation. If the student obtains a Fail on the retake of the Comprehensive examinations, the student will be required to retake that specific course per the existing curriculum schedule. If the student receives a passing grade in the course (B- or above) upon retaking the course, the student progresses towards graduation. If

the student achieves a C+ or below grade upon retaking the course, the student will be dismissed from the program.

If the student obtains a Fail on the first attempt, the student is required to fulfill retake requirements for the Comprehensive examinations as specified by the respective instructor, on the same or a new question in that content area. This format will require the student to retake the Comprehensive examinations, in **both written and oral format**. Following the submission of the written response, the student will also be required to participate in a formal Q&A session with a panel of multiple instructors with shared expertise. If the student achieves a successful Pass on the retake of the Comprehensive examinations, the student progresses towards graduation. If the student obtains a Fail on the retake of the Comprehensive examinations, the student will be required to retake that specific course. If the student receives a passing grade in the course (B- or above) upon retaking the course, the student progresses towards graduation. If the student achieves a C+ or below grade upon retaking the course, the student will be dismissed from the program.

### **Thesis Option**

The thesis option requires a minimum of 53 semester credit hours that includes 6-credits for thesis (SPA 797). The student will complete a thesis with a faculty member who will provide guidance and mentorship to complete their program.

Students must complete a research project, write a thesis, and pass a comprehensive oral examination covering the thesis and background material. Please also refer to the [Thesis Final Review Approval Form](#) and submit the form as directed. If the student does not pass, the student will be required to re-write the thesis and pass an oral examination OR the student has the option to opt out of thesis and take Comprehensive Exams.

### **Master's Courses**

#### SPA 660 Advanced Speech Sound Disorders - 3 credit

This course will focus on phonological development, assessment of phonological disorders, and treatment of phonological disorders in children.

#### SPA 667 Language Assessment and Intervention: 0-5 - 3 credits

Assessment and intervention of communication and language disorders in infants, toddlers, preschoolers.

#### SPA 668 Assessment & Intervention of Language & Literacy Disorders: School Age – 3 credits

Course will focus on appraisal, diagnoses, and intervention of various language and literacy disorders in preschool through adolescence.

#### SPA 700 Clinical Practicum—Introduction—2 credits

This graduate course will provide supervised clinical experiences within the on-campus clinical setting. A specified graduate sequence of course work is prerequisite. This practicum will explore a variety of clinical approaches to increase skills through direct client/patient

contact. Caseloads of various types and severities will be presented at the outset. Case assignments will emphasize a variety of experiences for each clinician. Adherence to the clinical guidelines will be expected in compliance with the standards and implementation procedures and the Code of Ethics established by the American Speech-Language-Hearing Association (ASHA). Learning goals and objectives will be covered and assessed through seminar, conference, observation, practicum, teaming, instruction, reporting, and staffing. Supervisor evaluations and self-evaluations will be incorporated.

#### SPA 701 Clinical Practicum—Intermediate—2 credits

This graduate course will provide supervised clinical experiences within the on-campus clinical setting. A specified graduate sequence of course work is prerequisite. This practicum will explore a variety of clinical approaches to increase skills through direct client/patient contact. Caseloads of various types and severities will be presented at the outset. Case assignments will emphasize a variety of experiences for each clinician. Adherence to the clinical guidelines will be expected in compliance with the standards and implementation procedures and the Code of Ethics established by the American Speech-Language-Hearing Association (ASHA). Learning goals and objectives will be covered and assessed through seminar, conference, observation, practicum, teaming, instruction, reporting, and staffing. Supervisor evaluations and self-evaluations will be incorporated.

#### SPA 702 Clinical Practicum—Advanced—2 credits

This graduate course will provide supervised clinical experiences within the on-campus clinical setting. A specified graduate sequence of course work is prerequisite. This practicum will explore a variety of clinical approaches to increase skills through direct client/patient contact. Caseloads of various types and severities will be presented at the outset. Case assignments will emphasize a variety of experiences for each clinician. Adherence to the clinical guidelines will be expected in compliance with the standards and implementation procedures and the Code of Ethics established by the American Speech-Language-Hearing Association (ASHA). Learning goals and objectives will be covered and assessed through seminar, conference, observation, practicum, teaming, instruction, reporting, and staffing. Supervisor evaluations and self-evaluations will be incorporated.

#### SPA 703 Clinical Practicum—Preparation—2 credits

This graduate course will provide supervised clinical experiences within the on-campus clinical setting. A specified graduate sequence of course work is prerequisite. This practicum will explore a variety of clinical approaches to increase skills through direct client/patient contact. Caseloads of various types and severities will be presented at the outset. Case assignments will emphasize a variety of experiences for each clinician. Adherence to the clinical guidelines will be expected in compliance with the standards and implementation procedures and the Code of Ethics established by the American Speech-Language-Hearing Association (ASHA). Learning goals and objectives will be covered and assessed through seminar, conference, observation, practicum, teaming, instruction, reporting, and staffing. Supervisor evaluations and self-evaluations will be incorporated.

SPA 704 Clinical Practicum–Externship–2-8 credits

This graduate course will provide supervised clinical experiences within the on-campus clinical setting. A specified graduate sequence of course work is prerequisite. This practicum will explore a variety of clinical approaches to increase skills through direct client/patient contact. Caseloads of various types and severities will be presented at the outset. Case assignments will emphasize a variety of experiences for each clinician. Adherence to the clinical guidelines will be expected in compliance with the standards and implementation procedures and the Code of Ethics established by the American Speech-Language-Hearing Association (ASHA). Learning goals and objectives will be covered and assessed through seminar, conference, observation, practicum, teaming, instruction, reporting, and staffing. Supervisor evaluations and self-evaluations will be incorporated.

SPA 720 Research Design - 3 credits

Research design and methods in communicative disorders.

SPA 721 Craniofacial Disorders - 3 credits

Causes and treatment of communicative disorders related to cleft lip and palate. An interdisciplinary team approach is stressed.

SPA 723 Language Theory - 3 credits

Nature of language and language disorders. Current research in child language acquisition.

SPA 751 Dysphasia - 3 Credits

Language and speech disorders related to central nervous system deficits.

SPA 752 Fluency Disorders - 3 credits

Disorders of speech rhythm and fluency. Emphasis on etiology, diagnosis and methods of treatment in children and adults.

SPA 754 Seminar in Alaryngeal Speech - 2 credits

Principles and procedures in alaryngeal speech rehabilitation, including the artificial larynx, esophageal speech, and tracheoesophageal speech.

SPA 756 Augmentative & Alternative Communication in Speech-Language Pathology – 2 credits

Augmentative & alternative communication (AAC) processes, assessment, devices/tools, and language systems in addition to speech and language intervention with AAC across the lifespan. This course is specific to Speech-Language Pathologists.

SPA 762 Voice & Voice Disorders- 3 credits

Etiologies, diagnosis, and treatment of disorders of the voice.

SPA 770 Endoscopic Evaluation of Speech and Swallowing - 2 credits

Techniques in the administration and interpretation of endoscopic examinations of speech, voice, and swallowing. Students develop basic practical skills in vocal tract imaging procedures

SPA 775 Cognitive Aspects of Communication Disorders - 3 credits

Course addresses cognitive-linguistic disorders related to right hemisphere disorders, traumatic brain injury/closed head injury and dementia. Students will learn about the neural substrates for language and cognition; assessment principles and procedures; the nature of treatment for cognitive-linguistic disorders subsequent to neurologic injury and disease processes.

SPA 777 Swallowing & Swallowing Disorders – 3 credits

This course will provide a framework for assessing normal and disordered swallowing skills of patients at all levels of care across many types of disorders.

SPA 793 Independent Study – 1 to 3 credits

SPA 794 Workshops and Institutes - 1 to 3 credits

Intensive study of special topics in Speech Pathology or Audiology.

SPA 795 Comprehensive Examination - 1 to 3 credits

Course is used by graduate program to administer comprehensive examinations either as end of program comprehensive examinations or as qualifying examinations for doctoral candidates prior to being advanced to candidacy. Credits determined by each individual program.

SPA 797 Thesis - 1 to 6 credits (6 credits max)

Offered every fall, spring, and summer. Enrollment only by faculty approval.

**Timeline for Degree Completion:**

Fall, First Year

- SPA 660 Advanced Speech Sound Disorder
- SPA 667 Language Assessment and Intervention: 0-5
- SPA 751 Dysphasia
- SPA 762 Voice & Voice Disorders
- SPA 700 Clinical Practicum - Introduction

Spring, First Year

- SPA 720 Research Design
- SPA 721 Craniofacial Disorders
- SPA 723 Language Theory
- SPA 775 Cognitive Aspects of Communication Disorders
- SPA 701 Clinical Practicum - Intermediate

Summer, First Year

- SPA 752 Fluency Disorders
- SPA 756 Augmentative & Alternative Communication
- SPA 702 Clinical Practicum - Advanced

### Fall, Second Year

- SPA 668 Assessment & Intervention Language & Literacy
- SPA 754 Seminar in Alaryngeal Speech
- SPA 770 Endoscopic Evaluation of Speech and Swallowing (Elective)
- SPA 777 Swallowing & Swallowing Disorders
- SPA 703 Clinical Practicum – Professional Preparation
- Thesis (Optional)

### Spring, Second Year

- SPA 795 Comp Exam (Non-thesis)
- SPA 797 Thesis (Optional)
- SPA 704 Clinical Practicum - Externship

### **Forms and Deadlines for Graduate Standing:**

The Graduate School requires that each graduate student have an Advisory-Examining Committee consisting of three members. Two members are from the department with one member being the chair of the committee. The third member of the committee is a Graduate School Representative, who is a graduate faculty member holding an academic appointment in a department or program different from that of the chair of the committee.

The Director of Graduate Studies in the Department of Speech Pathology will assign each student all of the members of the Advisory-Examining Committee. This is to help ensure that all paperwork is submitted to the Graduate School in a timely manner. In the first semester of the program, you will be required to fill out the Program of Study form with all names and the Notice of Completion with all names. Once these forms are complete, the Director of Graduate Studies will ensure forms are signed by all parties and submitted to the Graduate School. The Program of Study is due to the Graduate School in the middle of the second semester. The Notice of Completion will remain in the department and will be submitted in the final semester of your program. You will be provided with specific instructions to fill out the forms correctly and you will work the Director of Graduate Studies to complete the forms.

If a student declares that they want to complete a thesis rather than comprehensive exams, you must fill out a Declaration of Advisor Form to submit to the Graduate School, in addition to the Program of Study form.

The Graduate School does not accept any handwritten forms. All forms on the Graduate School website are either online submissions, interactive PDFs, or DocuSign electronic forms. Links to required forms and additional deadline information are included below:

#### [Declaration of Advisor \(Thesis Option\)](#)

For master's students, the Declaration of Advisor form must be submitted to the Graduate School by the end of the student's second semester. For doctoral and MFA students, the completed Declaration of Advisor form must be submitted to the Graduate School by the end of the student's third semester.

### [Program of Study \(Thesis and Non-thesis Option\)](#)

For master's degree students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's third semester. For MFA and doctoral students, the completed Program of Study form must be submitted to the Graduate School by the end of the student's fourth semester.

### [Master's Thesis Filing Guidelines](#)

Filing your master's thesis at the Graduate Division is one of the final steps leading to the award of your graduate degree. Your manuscript is a scholarly presentation of the results of the research you conducted. University of Nevada, Reno upholds the tradition that you have an obligation to make your research available to other scholars. This is done when the Graduate School submits your manuscript to the University Library.

### [Graduation Application and Deadlines](#)

Every student must purchase a graduation application by the designated deadline: May Graduation, March 1; August Graduation, June 1; December Graduation, October 1. After submission, you will receive an email within 3-8 weeks outlining the result of the graduation review. All candidates for graduation should visit their department advisor to confirm expectations for the final semester. This link will direct you to MyNevada to apply for graduation.

### [Notice of Completion \(Master's\)](#), [Notice of Completion \(Doctoral\)](#)

This is a generic form which every student must complete in their graduating semester which relates to the cumulative project (thesis, professional paper, comprehensive exam). Fill out the sections that apply to your requirements. The advisory committee listed on the program of study signs the form. The notice of completion must be submitted by established deadlines for graduation.

### [Exit Survey](#)

The Graduate School is interested in assuring that the graduate experience is the best it can be. Please help us by completing this voluntary, short survey. Choosing to decline participation in this survey will have no adverse effect on your relationship with the University or the Graduate School. Your survey responses will be confidential and will not be reported individually.

### [Updated Forms & Requirements](#)

#### **Doctoral Program**

##### **Purpose**

The Ph.D. program is designed to produce a highly qualified professional who may be employed in a university, clinic, hospital, research laboratory, or school system. The successful candidate will demonstrate general mastery of the field of Speech Pathology with special expertise in at least two areas of the field, declared in the program of study (selected from the following: articulation/phonology, cleft palate, aphasia, motor speech disorders, language disorders, stuttering, voice disorders, alaryngeal speech, and clinical supervision).



The candidate will develop skills and experience in teaching, clinical supervision, and research. At least one semester will be spent in each of these activities under the direct supervision of a departmental graduate faculty member. Coursework is designed to develop expertise in the two areas of specialization selected and will lay the foundation for an experimental dissertation that will contribute original knowledge to the field.

## Requirements

In accordance with requirements specified in the graduate section of the General Catalog, the doctoral program will include:

- A minimum of three years (six semesters) of residency are required.
- A program of study will be developed individually for each student by the advisory/examining committee. This committee is composed of at least three departmental graduate faculty and two graduate faculty from outside the department.
- A minimum of 72 credits is required for the Ph.D. degree and must include at least 24 credits of dissertation. Students are encouraged to complete deficiencies or retool outdated coursework by taking approximately nine credits from the master's curriculum. A minimum of 12 credit hours is required in statistics/research design and another 12 in departmental doctoral seminars. Nine credits will be granted for experience in teaching/supervision. A minimum of six credits may be selected from related support areas such as medicine, psychology, social psychology, education, dentistry, and English/linguistics, with committee approval. There is no foreign language requirement.

A list of dissertation resources can be found on the [Dissertation Filing Guidelines Website](#) along with the following forms:

- [Dissertation Final Review Approval Form](#)
- [Dissertation Title Form](#)

Candidates for admission to the Ph.D. program in Speech Pathology must meet the criteria for admission to the Graduate School of the University of Nevada, Reno as well as additional program criteria. These include:

- An undergraduate degree from an accredited college or university.
- A master's degree in Speech Pathology from a program accredited by the Council on Academic Accreditation of ASHA is desirable.

These requirements ensure that the student has the necessary course work in the basic sciences and in the professional area, has been employed as a speech-language pathologist, and can supervise student clinicians. You may also access the [Doctoral Degree Admission to Candidacy](#) Form on the graduate website.

## Graduate Committee

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### Master's Programs

All master's programs (with a few exceptions for course-only degrees) require at least three advisory committee members. All must be graduate faculty members. At least one (the graduate school representative or "outside" member) must be from a department or program different from the department or program from which the student is graduating.

### Doctoral Programs

Consist of a minimum of five graduate faculty members; the chair, at least two faculty members from the student's major department/program, at least one faculty member from a department in a field related to the student's major, and at least one Graduate School representative.

In case of interdisciplinary graduate programs, the Graduate School Representative cannot have a primary appointment in the same department (or other appropriate major unit) as the student's committee chair.

Formal approval of all student advisory committees is made by the Graduate Dean.

## Leave of Absence

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### Continuous Enrollment

To maintain "good standing" all graduate students are required to enroll in a minimum of three (3) graduate credits each fall and spring semester until they graduate. International students may be required to enroll in nine graduate credits each fall and spring semester depending on the requirements of their visa. All students holding assistantships (whether teaching or research assistantships) are required to enroll in a minimum of six (6) graduate credits each semester they hold the assistantship.

### Leave of Absence

Students in good standing may request a leave of absence by completing a [Leave of Absence Form](#) also available on the Graduate School website during which time they are not required to maintain continuous registration. Usually, a leave of absence is approved for one or two semesters. The leave of absence request may be extended by the student filing an additional leave of absence form. Students applying for a leave of absence should not have any "incomplete" grades which could be changed to an "F" and have a detrimental impact on their cumulative GPA. Requests for leave of absences must be received by the Graduate School no later than the last day of enrollment for the semester the leave is to begin.

### Reinstatement

When a student has been absent for one semester or more without an approved leave of absence, he or she may request reinstatement via the [Notice of Reinstatement to Graduate Standing Form](#) also available on the Graduate School website. This form allows the program the

option to recommend the student be re-admitted to their graduate program based on their previous admission OR require the student to re-apply for admission which would require students to submit a new application for admission and pay the application fee. The Notice of Reinstatement to Graduate Standing must be received by the Graduate School no later than the last day of enrollment for the semester the reinstatement is to begin.

### Graduate Academic Standing

All graduate students must maintain a cumulative graduate GPA of 3.0. If their GPA drops below 3.0 they are either placed on probation or dismissed. Undergraduate courses will not count towards graduate GPA.

### Probation

Students whose cumulative graduate GPA is 2.99 to 2.31 are put on probation. Students are placed on academic probation for one semester. If they fail to raise their cumulative GPA to 3.0 by the end of one semester, they are dismissed from their graduate program. Thesis, dissertation, S/U graded credits, and transfer credits have no impact on a student's GPA.

### Dismissal

Students whose cumulative graduate GPA is 2.30 or lower are dismissed from graduate standing. Dismissed students are no longer in a graduate program but may take graduate-level courses as a Grad Special. Students wishing to complete their degree must obtain approval to take graduate-level courses, raise their graduate GPA to at least 3.0 and then re-apply to a graduate program. Any courses taken to raise their GPA will be included in the graduate special/ transfer credit limitation (9 credits for master's degrees).

### Department Policy for Dismissal in Academic Program

If a student receives a grade of 'C+' or lower in an academic class, the student will be required to write a comprehensive examination in addition to the other stipulated comprehensive examination questions. If the student obtains a Fail on the comprehensive exam, the student is required to repeat the same examination or a new question in that content area. If the student does not pass the re-take of the comprehensive examination, the student will be required to take the course again and will be required to take another comprehensive exam. In the case that the student obtains another Fail, the student is dismissed from the program. The student may only repeat a class one time.

### Department Policy for Dismissal in Clinical Program

A graduate student must achieve a grade not lower than a B- in the clinical training program courses: SPA 700, 701, 702, 703

#### **If a student achieves a C+ or below in the in-house practicum courses and clinic:**

- The student does not get credit for any of the clinical hours accumulated during the semester of clinical work.

- The student will be allowed to repeat a practical training course, **only once**, with remedial supports in place throughout the course of the following semester treatment period. Graduation will necessarily be delayed. If the student achieves a C+ or below when re-taking a practicum course, the student will be dismissed from the graduate program in Speech Pathology for failure to progress.

**If the student achieves a C+ or below in any two practicum courses, the student will be dismissed for failure to progress.**

**If the student achieves a C+ or below in the community-based externship – SPA 704:**

- The student does not get credit for any of the clinical hours accumulated during the length of the clinical externship placement.
- The student will be allowed to repeat the externship course, only once, following a period of remediation with the faculty in-house. Graduation will necessarily be delayed.
- Following successful completion of remediation activities, the student will be re-assigned to an externship placement.
- If the student achieves a C+ or below in the placement post-remediation, the student will be dismissed immediately from the graduate program in Speech Pathology for failure to progress.

## Transfer Credits

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These are credits transferred from another institution. Credits completed at UNR in another program or as a graduate special do not need to be transferred. Transfer credit is requested on the [Graduate Credit Transfer Evaluation Request Form](#) and must be signed by the student, major advisor, and graduate director. Transfer credits applied to a master's program must comply with the time limitation on master's work (6 years). Thus, if a student took a course five years prior to admission, they would have to complete the degree within one year for the course to apply to the degree.

Credits from a completed master's degree will be exempt from the 8-year time limitation for those students earning a doctoral degree.

## Concierge Service

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In the event of an academic conflict, students are requested to first speak with the academic instructor. If an academic complaint is not resolved with the instructor, the student is advised to review UAM 3,511 <https://www.unr.edu/administrative-manual/3000-3999-students/3511-processing-of-student-academic-complaints> and follow the procedures through the Academic Complaint System.

The University of Nevada, Reno is committed to assisting students with their concerns and complaints about academic issues at the university. The Concierge Service serves as both a resource for help with general advising questions that have not already been answered by a

student's academic advisor(s) as well as a channel to file formal academic complaints. This can be accessed at the [Concierge Service](#) or on the Graduate School website.

## Student Resources

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### Academic Support

#### Writing Center

Writers of all levels who need assistance with academic, professional, and creative projects can access support through the [University Writing Center](#) (UWC). Access their information and make an appointment online.

#### Math Center

Students can access free drop-in tutoring as needed for any mathematical support. Access their information, services, and hours on the [Math Center Website](#).

#### Graduate Assistantship

All graduate students holding an assistantship (teaching GTA or GRA) are considered Nevada residents for tuition purposes. Non-resident tuition is only waived for the duration of the assistantship. To be eligible for an assistantship, students must be admitted to a degree-granting program and be in good academic standing. The student must have an overall GPA of at least 3.0 and must be continuously enrolled in at least 6 graduate level credits (600-700) throughout the duration of the assistantship.

State-funded assistantships (GTA/GRA) may be held for a maximum of: three (3) years for master's degree students and five (5) years for doctoral degree students.

Visit the [Graduate Assistantships Website](#) for funding, resources, and application information. An online version of the [Graduate Assistantship Handbook](#) and other forms can be accessed on the [Graduate Assistantship Forms Webpage](#).

### Mental Health Support

[Counseling Services](#): The mission of Counseling Services is to provide psychological services to University of Nevada, Reno students to support and facilitate their personal and academic success and development. Access their services and resources online.

### Health Insurance

All domestic degree seeking graduate students, who are enrolled in six or more credits (regardless of the course level) in a semester, will be automatically enrolled and billed for the [University sponsored health insurance](#) for each term they are eligible (fall & spring/summer). If a student has other comparable coverage and would like to waive out of the student health insurance, it is the student's responsibility to complete the [University online waiver form](#) prior to the deadline. If approved, a health insurance waiver is good for the current academic year only. A new waiver must be submitted each academic year. More information can be obtained

from the Academic Health Plans. All international graduate students are required to carry student health insurance, and the cost will be automatically added to your student account. Any international graduate students with insurance questions must contact [Office of International Students Health Insurance](#).

### **Graduate Student Association**

The [Graduate Student Association \(GSA\)](#) represents all graduate students and promotes the welfare and interests of the graduate students at the University of Nevada, Reno. The GSA works closely with appropriate university administrative offices, including the Graduate School and Student Services and reports to the President of the University. The GSA government functions through the Council of Representatives, Executive Council and established committees.

### **Student Room**

The Student Room is located in Room 141. This room is available to all graduate students for studying. The room contains the clinic's test batteries and protocols, some therapy books, and cubbies for graduate student storage. Please keep this room tidy.

### **Graduate Student Mailboxes**

Each graduate student has a mailbox in which messages and papers will be placed when the front office staff or faculty are unable to locate students in person. Please check these mailboxes frequently, as phone messages are placed in there throughout the day.

### **Graduate Student Lockers**

For the duration of the grad program, all graduate students should choose a locker and secure it with their own personal padlock. All materials must be removed prior to graduation.

### **Bulletin/Schedule Boards**

There are several boards in and around the UNR Speech and Hearing Clinic, which contain important student information. Review all of the boards in the clinic regularly for important information.

### **Master's Program Advisor**

Each graduate has an Academic Advisor. An academic advisor is a faculty member who will follow you during your graduate program to ensure that you are going through this process successfully. Your advisor is the liaison between you and the faculty at large. If you require additional help, you should discuss this with your advisor; and in this manner the faculty can help you mitigate any difficulties. You are to meet with your advisor one time per semester to discuss your progress and this meeting will be documented in your student file. In the table below you will find which faculty member you have been assigned to.

## **Emergency Response Procedures**

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UNR Emergency Response Guide, 2015

## Hazardous Materials Release

Follow S.W.I.M.S.

STOP and THINK.

- Stop working.
- Stop the spill.
- Assess the situation:
- How big is the spill?
- Has it made contact with your skin or clothing?

WARN Others

- Call 911 if there is a medical emergency or danger to life, health, or the environment. Alert people in the area

ISOLATE the Area Restrict access.

- Determine the extent of the spill. Keep doors closed.

MONITOR Yourself Carefully and Completely

- Check yourself for any contamination or signs/symptoms of exposure (wet clothing, skin or respiratory irritation).
- Remove contaminated clothing and place in a plastic bag. Perform decontamination procedures.

STAY Near the Area Until Help Arrives

- Minimize your movements.
- Have person knowledgeable of incident assist responders. Notify your supervisor.

**You Can Cleanup a Spill If:**

- You are aware of the hazards and cleanup procedures.
- There is no potential for personal or environmental damage.
- The appropriate spill cleanup equipment is available.
- Two people can clean the spill thoroughly in an hour.

If You Are Unsure if You Can Cleanup a Spill: Call Environmental Health & Safety at 327-5040 (24 hours). If it is a Major Spill or Uncontrolled Release: Call 911.

## Earthquake

### During an Earthquake

Stay in the building. Do not evacuate.

Duck, cover, and hold – Take shelter under a desk, table, in a doorway or similar place. Stay away from overhead fixtures, windows, filing cabinets, and bookcases.

If you are outside, move away from buildings, trees, power lines and roadways.

### **After an Earthquake**

Quickly gather your keys, wallets, purses, etc. and evacuate the building following Building Evacuation Procedures.

Go to the Designated Assembly Area and wait for instructions from emergency personnel. Report any injured or trapped persons and safety hazards: fire, electrical, gas leaks, etc.

Do not leave the Designated Assembly Area or re-enter the building until directed by an authorized person.

Avoid using telephones except for emergencies.

## **Fire**

### **General Procedures**

- Activate the alarm by pulling the fire alarm and/or call 911.
- Only properly trained employees should attempt to extinguish a fire.
- Walk quickly in an orderly fashion to the nearest building exit and promptly vacate the facility.
- Do not use elevators. Use the stairs.
- Try to assist anyone who is disabled or injured to evacuate.
- To reduce fire or smoke damage, close all doors and windows when leaving the room and the hallways if you have time.
- Report any hazardous conditions to the Reno Fire Department or call 911 dispatcher. Do not re-enter the building until instructed to do so by emergency responders.
- If You Are Trapped in a Building During a Fire Stay close to the floor where the air is less toxic.
- Shout at regular intervals to alert emergency crews of your location.
- If smoke is entering the room through cracks in the door, stuff wet clothing in the cracks to slow the flow.
- If your clothes catch fire, drop to the floor and roll to smother the fire, or smother the fire with a blanket, rug, or heavy coat.

### **After a Fire**

- Residual dangers may exist. Do not enter restricted areas without official authorization.

## **Injuries and First Aid**

For an illness or injury requiring urgent medical attention: Immediately call 911.



If trained, give appropriate first aid until emergency responders arrive. DO NOT move the victim unless absolutely necessary.

### **Reporting injuries:**

#### Students

Students injured on campus should complete an incident report form. The form is available from Workers' Compensation, or department offices. Send completed form to Worker's Compensation, 70 Artemesia Bldg. Mail Stop 0241.

#### Faculty, staff, and student employees

Faculty, staff, and student employees should report injuries by completing a C-1 form and submitting it to Workers' Compensation. Specific instructions can be obtained by calling (775) 784-4394.

### **Medical Emergencies:**

Calling in a medical emergency

- Give your name, location (building name and number and room number), and phone extension.
- Describe the emergency: what is it, how did it happen, when did it happen. Explain if the source of risk is currently controlled.
- Do not hang up until instructed to do so.

Medical emergencies may include any life-threatening situation, including the following:

- Broken bones
- Cessation of breathing Chest pain
- Compound fractures Excessive bleeding Eye injuries
- Head injury
- Heat stroke/heat exhaustion Heat cramps
- Inhalation of a toxic substance Lacerations
- Seizure
- Serious allergic reactions
- Unconsciousness

The University has a public access Automated External Defibrillator (AED) program. Please note the closest station.

### **Burns, Thermal and Chemical**

- Immerse thermal burn area in cold water (not ice water). Flood chemical burn with cool water for 15 minutes.
- Cover burn with clean dry cloth. Keep victim comfortable.

## If You Experience or Witness a Medical Emergency

- Call 911 immediately. Remain calm.
- Be prepared to provide information about the emergency.
- Unless trained, DO NOT render first aid – wait for emergency personnel. IF TRAINED, use pressure to stop bleeding.
- IF TRAINED, use CPR if victim has NO PULSE and is NOT BREATHING. Do not move a victim unless safety is a concern.
- Be prepared to provide emergency responders with vital information, such as:
- Your name and telephone number
- Location of the injured person (building, room, etc.) Type of injury or problem
- Individual's present condition
- Sequence of events leading to the emergency
- Medical history and name of injured person's doctor, if known

## Quick Reference Numbers

1. In the event of fire, medical emergency or danger to life, health or the environment – CALL 911!
2. Specific to a medical emergency: If victim needs immediate emergency response for life or death situation. Call 911. For example, victim is unconscious and not breathing.

Medical help is needed but not life or death situation. Call the following:

- Gail Hamilton: Practice Manager  
Office: 682-8125  
Cell: 250-6780  
Fax: 682-8131
- Cheryl Midmore, RN: Back Office Supervisor  
Office: 682-8645  
Cell: 750-7903  
Fax: 784-3517

## Non-Emergency Contact Numbers:

- Reno Police Department: (775) 334-COPS
- University of Nevada, Reno Police Department: (775) 784-4013
- UNR Facilities Services: (775) 784-8020

This map describes the first floor of the Nell J. Redfield building and the emergency assembly routes through three primary exits.

## Nell J. Redfield First Floor

Revised 5/24/2010

**IN CASE OF FIRE:**

1. NOTIFY OTHERS IN AREA (AS YOU ARE LEAVING)
2. WALK TO CLOSEST EXIT
3. EVACUATE BUILDING AND PROCEED TO ASSEMBLY POINT
4. CALL 911 FROM SAFE PLACE
5. DO NOT RETURN TO BUILDING UNTIL ALL CLEAR IS GIVEN
6. USE FIRE EXTINGUISHER AS EGRESS TOOL
7. **PERSONS WITH MOBILITY ISSUES CAN USE THE STAIRS FOR AREA OF REFUGE**



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- Emergency Exit
- Stairs
- WC Wheel Chair Accessible

- Fire Extinguisher**
- ABC - Dry Chemical

