

**REDLINE VERSION**

Draft #1 – 4.2.13

Draft #2 – 7.15.13

Draft #3 – 8.22.13 - NCTE Exec Comm

10.11.13 – NCTE Council Mtg

1.23.14 – NCTE Exec Comm

**Educational Audiologist  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_/\_\_\_/\_\_\_)**

007.01 Educational Audiologist

007.01A Grade Levels: Birth through Ggrade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant and resource person for programs involving individuals from birth through age 21. grade 12.

007.01D Certification Endorsement Requirements: This endorsement shall require a current Nebraska license as a registered audiologist from the Nebraska Department of Health and Human Services. ~~requires a minimum of a master's degree in audiology, which includes at least 36 graduate semester hours in an educational audiology program approved under this chapter. This program also includes 70 clock hours of a school internship in educational audiology supervised by a standard institution faculty member (the internship requirement may be included in the 36 graduate semester hours).~~

~~007.01E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirement which the institution utilizes to grant credit toward completion of this endorsement.~~

**THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR USE WITH THIS ENDORSEMENT.**

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.**

~~Through the courses identified in its plan, the institution should prepare prospective educational audiologists to be able to demonstrate the following competencies:~~

~~A. Conduct identification audiometry, including pure tone audiometric screening, immittance measures, and newborn screening criteria;~~

~~B. Conduct threshold audiometric evaluation for pure tone air and bone conduction, speech reception and word recognition testing, immittance measurements, otoscopy, special tests including interpretation of electrophysiological measures, differential diagnosis of auditory disorders;~~

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- ~~C. Initiate medical and educational referral and follow-up procedures and criteria;~~
- ~~D. Provide audiological assessment of individuals using procedures appropriate to their receptive and expressive language skills, cognitive abilities, and behavioral functioning;~~
- ~~E. Evaluate the need for and selection of various forms of hearing assistance technology;~~
- ~~F. Assist with adaptations and accommodations for the structure of the learning environment, including classroom acoustics and implications for learning;~~
- ~~G. Demonstrate an understanding of general child development and management;~~
- ~~H. Provide written and verbal interpretation of auditory assessment results and implications appropriate for the intended audience, such as parents, teachers, physicians, and other professionals;~~
- ~~I. Participate in the individual education program (IEP) and individual family service plan (IFSP) planning process and procedures, including being able to:
  - ~~1. Interpret auditory assessment results and their implications on psychosocial, communicative, cognitive, physical, academic, and vocational development;~~
  - ~~2. Explain educational options for individuals who are deaf or hard of hearing; including appropriate intensity of services, and vocational and work-study programming as part of the multidisciplinary team process; and~~
  - ~~3. Explain legal issues and procedures, especially the legal rights of and due process for students, parents, teachers, administrators, and school boards, including the implications of the American with Disability Act, the Individual with Disabilities Education Act, and Section 504 of the Vocational Rehabilitation Act of 1974;~~~~
- ~~J. Consult and collaborate with classroom teachers and other professionals regarding the relationship of hearing and hearing loss to the development of academic and psychosocial skills, including being able to:
  - ~~1. Ensure support for enhancing the development of auditory functioning and communication skills; and~~
  - ~~2. Recommend appropriate modifications of instructional curricula and academic methods, materials, and facilities;~~~~
- ~~K. Participate in team management of communication treatment for individuals who are deaf or hard of hearing or who have difficulties processing speech/language through the auditory system. These procedures should integrate the following:
  - ~~1. Orientation to, and the use and maintenance of, appropriate amplification instrumentation and other hearing assistance technologies;~~
  - ~~2. Auditory skills development;~~
  - ~~3. Speech skills development including phonology, voice, and rhythm;~~
  - ~~4. Visual communication including speech-reading and manual communication;~~
  - ~~5. Language development (expressive and receptive oral, signed, and/or written language);~~
  - ~~6. Selection and use of appropriate instructional materials and media;~~~~

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- ~~7. Structuring of learning environments including acoustic modifications;~~
- ~~8. Case management/care coordination with family, school, medical, and community services; and~~
- ~~9. Facilitation of transitions between levels, schools, programs, agencies, etc.;~~
- ~~L. Demonstrate an understanding of communication systems and language used by individuals who are deaf or hard of hearing;~~
- ~~M. Provide counsel for the family and individual who is deaf or hard of hearing, including emotional support, information about hearing loss and its implications, and interaction strategies to maximize communication and psychosocial development;~~
- ~~N. Select and maintain audiological equipment;~~
- ~~O. Maintain records, including screening, referral, follow-up, assessment, IFSP/IEP planning and services;~~
- ~~P. Implement a hearing conservation program;~~
- ~~Q. Demonstrate an awareness of cerumen management concerns and techniques;~~
- ~~R. Implement in-service training for staff and support personnel;~~
- ~~S. Provide training and supervision of audiology paraprofessionals;~~
- ~~T. Demonstrate sensitivity to family systems, diversity, and cultures, including deaf culture;~~
- ~~U. Demonstrate an understanding of school systems, multidisciplinary teams, and community and professional resources; and~~
- ~~V. Employ effective interpersonal and communication skills.~~

Notes: The 9 Educational Audiologists in the state were consulted about the changes to this endorsement and all agreed to the changes. It should be a Birth-age 21 endorsement. Most districts contract with audiologists in private practice to provide services.

**AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist**

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

**JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK**

| <b>AD HOC COMMITTEE MEMBERSHIP CRITERIA</b>                                                                                                                        | <b>AD HOC COMMITTEE NOMINEES</b>                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration. | 1. Mary Schlieder, Norris Public Schools (D1)<br><a href="mailto:mary.schlieder@nsdtitans.org">mary.schlieder@nsdtitans.org</a> Can't attend<br>2. Molly Elge, Grand Island Public Schools (D6)<br><a href="mailto:melge@gips.org">melge@gips.org</a><br>3. Donna Moss, Hastings Public Schools (D5)<br><a href="mailto:dmoss@esu9.org">dmoss@esu9.org</a> |
| Faculty members from a college or department of education who are teaching professional education                                                                  | 1. Dawn Mollenkopf, UNK (D6)<br><a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a>                                                                                                                                                                                                                                                             |

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| courses or serve as the certification official at an approved educator preparation institution.                                                                                                                      | 2. Becky Schnabel, UNO (D8)/Certification Official<br><a href="mailto:bschnabel@unomaha.edu">bschnabel@unomaha.edu</a>                                                                                                                                                                                                                    |
| Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.                                                            | 1. Kris Swain, UNO (D8) (leaving mid-afternoon)<br><a href="mailto:kswain@unomaha.edu">kswain@unomaha.edu</a><br>2. Sue Kemp, UN-L (D1)<br><a href="mailto:skemp2@unl.edu">skemp2@unl.edu</a>                                                                                                                                             |
| Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area. | 1. Dr. John Skretta, Norris Public<br><a href="mailto:john.skretta@nsdtitans.org">john.skretta@nsdtitans.org</a><br>2. Peggy Romshek, Mitchell Public Schools (D7)<br><a href="mailto:promshek@panesu.org">promshek@panesu.org</a>                                                                                                        |
| Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)                                                                                            | Doreen Jankovich, OPS (D8)<br><a href="mailto:Doreen.Jankovich@ops.org">Doreen.Jankovich@ops.org</a><br><a href="mailto:doreen.jankovich@gmail.com">doreen.jankovich@gmail.com</a>                                                                                                                                                        |
| A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.                                                                           | 1. Carol McClain, Special Education (D1)<br><a href="mailto:carol.mcClain@nebraska.gov">carol.mcClain@nebraska.gov</a><br>2. Teresa Coonts, B/VI (D4)<br><a href="mailto:teresa.coonts@nebraska.gov">teresa.coonts@nebraska.gov</a><br>3. Rhonda Fleischer, ESU #9 (DHH) (D6)<br><a href="mailto:rfleisch@esu9.org">rfleisch@esu9.org</a> |
| Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.                                                                   | 1. Stuart Clark, ESU #1 (NASES) (D3)<br><a href="mailto:sclark@esu1.org">sclark@esu1.org</a><br>2. Jay Sears, NSEA (D1)<br><a href="mailto:jsears@nsea.org">jsears@nsea.org</a>                                                                                                                                                           |
| Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.                                                                                   | 1. <del>Teacher—Bev White, LPS (D1)</del><br><del><a href="mailto:whiteb@lps.org">whiteb@lps.org</a></del> Can't attend<br>2. Higher Ed—Greg Zost, Peru State (D5)<br><a href="mailto:GZost@peru.edu">GZost@peru.edu</a>                                                                                                                  |
| A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.                                                                                                           | Sharon Katt, NDE <a href="mailto:sharon.katt@nebraska.gov">sharon.katt@nebraska.gov</a><br>Pat Madsen, NDE <a href="mailto:pat.madsen@nebraska.gov">pat.madsen@nebraska.gov</a><br>Kevin Peters, NDE <a href="mailto:kevin.peters@nebraska.gov">kevin.peters@nebraska.gov</a>                                                             |