

UNIVERSITY OF NEBRASKA KEARNEY™



**UNK**®

COMMUNICATION  
DISORDERS

# Graduate & Undergraduate Handbook



**Academic Year 2024-2025**

Updated September 24, 2024

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## **GRADUATE & UNDERGRADUATE HANDBOOK**

### **Introduction**

The purpose of this booklet is to help orient you to the profession involved with communication disorders, to provide some insight into the requirements of the American Speech-Language-Hearing Association, and generally to inform you about undergraduate and graduate course work and clinical practicum.

Philosophically, the Speech-Language and Hearing Clinic of the University of Nebraska Kearney has two objectives: the first is to provide superior instruction for speech-language pathologists and the second is to provide competent clinical services for clients with speech, language and/or hearing problems. It is the view of the faculty in the Department of Communication Disorders at the University of Nebraska Kearney that these two objectives are mutually compatible and attainable. In an effort to provide students with superior education that will enable them to assume professional responsibilities, students must be educated in a clinical setting in which exemplary standards and procedures are maintained. Consequently, the student and client both receive the best that the profession has to offer.

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College of Education, A103  
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Kearney, NE 68849-5553

Phone: 308-865-8300

Fax: 308-865-8397



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

The Communication Disorders Program at the University of Nebraska Kearney is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). If you have complaints or concerns about the program, please feel free to contact:  
Council on Accreditation in Audiology and Speech-Language Pathology (CAA)

#### **Written Complaints/Concerns**

ASHA National Office  
2200 Research Blvd.  
Rockville, MD 20850

**Telephone Complaints/Concerns: (301) 897-5700**

**E-Mail Complaints/Concerns: <http://www.asha.org>**

The Master of Science in Education (MSEd) education program in speech-language pathology {residential, distance education} at the University of Nebraska Kearney is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status or veteran status.

**PLEASE NOTE: Individuals who wish to file a formal complaint should contact the Accreditation Office to obtain a copy of the complaint procedures.**

**<http://www.asha.org/academic/accreditation/>**

Chair, **Council on Academic Accreditation  
in Audiology and Speech-Language Pathology (CAA)**  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

## **DEPARTMENT OF COMMUNICATION DISORDERS HIGHER LEARNING COMMISSION ASSESSMENT PLAN**

The Department of Communication Disorders is student-centered and committed to excellence in both undergraduate and graduate professional education. The department seeks to provide high quality education in speech-language pathology and audiology with appropriate scientific background, technological and clinical skill, and an appreciation for the need to continue learning beyond formal academic training. The Council for Accreditation of Academic Programs in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits the graduate program in speech-language pathology. The program meets the Nebraska State Department of Education endorsement standards and the standards set forth by the National Council for the Accreditation of Teacher Education (NCATE).

### **ASSESSMENT MISSION STATEMENT**

Consistent with the Mission of the University of Nebraska Kearney, the primary purpose of the Department of Communication Disorders is to provide a high quality instructional program in speech-language pathology. The Department engages students in research and professional activities that promote lifelong learning. The goal of the Department is to educate and prepare students to be responsive, reflective, and collaborative decision makers who have the requisite knowledge, skills, and technological expertise to earn appropriate credentials, licenses and/or certifications to practice ethically and successfully.

Upon completion of the graduate program, the student in speech-language pathology will be able to:

1. Demonstrate knowledge of the critical elements required to analyze and differentiate various communication and swallowing disorders. (knowledge of assessment)
2. Demonstrate knowledge of theory and evidence-based strategies to address various communication and swallowing disorders. (knowledge of intervention )
3. Assess speech, language, and hearing performance of clients across the lifespan to make critical evaluations based on sound theoretical and research constructs. (skills of assessment)
4. Apply evidence-based practices to plan, implement, and modify treatment for clients with various communication and swallowing disorders. (skills of intervention)

These four basic student learning objectives will be assessed using five outcome measures. A matrix is presented to outline how each objective will be measured.

## **MISSION OF THE COLLEGE OF EDUCATION**

The mission and philosophy of the College of Education builds on the scholarly teaching focus of the University of Nebraska at Kearney. The primary purpose of the College of Education is to prepare students for professional careers in Education and related fields. As an integral part of providing outstanding programs, faculty are committed to quality teaching, advancing knowledge through scholarship and providing professional service. The basic premise guiding all education programs is that quality and equality are essential elements.

### **College of Education – Desired Outcomes for Graduates Morally Responsible Professionals in a Social/Political Democracy**

*The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, the student/graduate will:*

- I. Knowledge: Demonstrates understanding of:**
  - a. teaching area content.
  - b. learning theory, instructional strategies and management practices that accommodate and enhance learning of all learners.
  - c. purposes of schooling in a diverse and democratic society.
  - d. data collection and interpretation procedures necessary to maximize learning for all learners.
- II. Skills:**
  - a. Develops and implements lesson plans that utilize appropriate P-12 content standards and subject matter.
  - b. Utilizes student data to implement multiple instructional and management strategies.
  - c. Uses technology effectively in the school setting.
- III. Dispositions:**
  - a. Collaboration: Demonstrates ability to work productively with colleagues and students in school and community settings.
  - b. Reflection: Demonstrates self-assessment abilities and adjusts/adapts teaching and learning strategies to enhance learning of all learners.
  - c. Responsibility: Assumes accountability for professional and ethical behavior to promote a safe and supportive learning environment.

## OUTCOME MEASURES

The Department of Communication Disorders will administer the following measures to assess student outcomes. Table 1 shows each objective and the measures that will be used to assess the outcomes for that objective.

- (1). Written Comprehensive Exam/Thesis – Each comprehensive exam or thesis will be evaluated with regard to knowledge, analysis, and synthesis. The comprehensive exam is 150 minutes and covers multiple areas of speech-language pathology. The thesis is a major integrative paper with one faculty member responsible for directing the project. All students who complete the non-thesis option will be required to complete the written comprehensive exam. Students who select the thesis option will be required to complete and oral defense of thesis with graduate committee.
- (2). Clinic, Field Placement, and Student Teaching Evaluation – Each semester of practicum, Clinical Educators complete an evaluation of students under their supervision. These items will be reviewed by faculty members for strengths and weaknesses among our students.
- (3). Praxis Subject Assessment – All master's degree candidates must pass the national examination required for Nebraska State Licensing and national certification (Certificate of Clinical Competence in Speech-Language Pathology). These scores provide specific information related to the effectiveness of the program. The faculty evaluates the results related to student outcomes.
- (4). Alumni Survey – Each alumnus will be sent a survey one year after graduation. The results for each item will be averaged. The survey will also contain items designed to determine if the alumnus has acquired any of the following:
  - a. Certificate of Clinical Competence in Speech-Language Pathology
  - b. Nebraska or any other state license in Speech-Language Pathology
  - c. Nebraska or any other state teacher certification.
 The department will review and analyze the assessment data annually.
- (5). Employer Survey – A survey will be sent to area employers. The results of each item will be averaged. The department will review and analyze the data annually.

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### Learner Objectives

### Outcome Measures

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1. Knowledge of assessment	1, 4, 5
2. Knowledge of intervention	1, 4, 5
3. Skills of assessment	2, 3, 4, 5
4. Skills of intervention	2, 3, 4, 5

## **FACULTY AND STAFF**

### **Department Chair**

The department chair provides academic leadership for the department, and is responsible for the relationship between the department and the university administration. In addition, the chair will teach undergraduate and/or graduate courses in communication disorders, provide supervision of student practicum, conduct research and develop grants in areas of interest, serve on departmental and university committees, and advise students.

### **Coordinator of Speech-Language Pathology & Audiology Clinical Services**

The clinic coordinator coordinates all clinic activities, schedules therapy, and assigns clients.

### **Academic Faculty**

The academic faculty is responsible for providing the academic training in the area of communication disorders. Academic faculty will also be assigned to part-time diagnostic or clinical educator duties. They will also be the major advisors for undergraduate and graduate students who are majoring in Speech-Language Pathology. Other duties may also be assigned, such as administrative functions, when they do not interfere with the primary purpose of providing academic education for the students.

### **Clinical Educators of Clinical Services and Training**

Clinical Educators are members of the faculty and carry full authority and responsibility regarding all matters pertaining to clinical function and academic education. For students in training in the clinic, the Clinical Educator and/or appropriate faculty is/are the final authority in all matters of clinical procedures, such as interviewing and counseling of parents, evaluations, planning of therapy, and all therapy performed in all clinics.

### **Clinic Office Associate**

The clinic office associate is responsible for the administrative procedures of initial intake of clients, maintaining all clinical records and files, photocopying and distributing diagnostic reports, and other duties assigned by the department chair, clinic coordinator and faculty.

**Arnold, Megan** – Lecturer, Clinical Educator

**Ghazi Saidi, Ladan** – Associate Professor: adult language disorders; aging, bilingualism; neuroimaging; neurosciences

**Hinrichs, Crystal** – Lecturer, Clinical Educator

**Lai, Philip** – Associate Professor, Graduate Program Chair: autism; language development and disorders

**McKelvey, Miechelle** – Professor: adult acquired neurogenic communication disorders; augmentative alternative communication

**Moody, Laura** – Senior Lecturer, Clinic & Internship Coordinator, Clinical Educator

**Moore, Jan** – Professor: dual certification; audiology; aural rehabilitation; early intervention; multiculturalism

**Plummer, Nikki** – Lecturer, Clinical Educator



**Roitsch, Jane** – Associate Professor: executive functioning; cognitive functioning; language disorders

**Schneider-Cline, Whitney** – Associate Professor, Department Chair: clinical writing; language development and disorders; literacy

**Wilson, Jill** – Senior Lecturer, Clinical Educator

**Wolfe, Denise** – Senior Lecturer, Clinical Educator, RiteCare SLP

## **DEPARTMENT OF COMMUNICATION DISORDERS MISSION STATEMENT**

The mission of the department of communication disorders at UNK is to advance knowledge and skills about human communication and to prepare students for success as speech-language pathologists, audiologists, or lifelong educators. Here at UNK, we foster a collaborative learning environment that furthers the understanding of the science of communication and clinical practice. With an emphasis on critical thinking, advocacy, and leadership, we allow students to advance scholarship in our field and to provide optimal services to individuals with diverse cultural and communication needs. The department of communication disorders is committed to providing the highest quality academic, research and clinical training, and to instill in students a desire to make significant contributions to the profession, with a commitment to justice, equity, diversity and inclusion in providing leadership and excellence in client care.

## **DEPARTMENT OF COMMUNICATION DISORDERS VISION STATEMENT**

Our vision is to be known as an educational institution for advancing basic and applied knowledge of all aspects of communication disorders, from the classroom to the clinic. UNK will become a model "rural university" in the Midwest, creating pathways to success for all.

UNK CDIS Department will continue to modify our program to meet the needs of the future generations regarding technology and diversity. We will strive to become a more diverse field by recruiting and retaining individuals from diverse communities. As technology evolves, our department will revise the information presented in our coursework and materials used for assessment and treatment within our field. Our faculty members and students will be current on the ever-changing field and will hold evidence-based practice and continuing education to the highest standards.

## **ASHA STANDARDS FOR CERTIFICATION OF CLINICAL COMPETENCY**

The Department of Communication Disorders at UNK utilizes the [ASHA Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](https://www.asha.org/certification/2020-slp-certification-standards/) to educate and train undergraduate and graduate students for the field of speech-language pathology. To view these standards and implementation procedures, please visit the ASHA website:

<https://www.asha.org/certification/2020-slp-certification-standards/>

## ASHA CODE OF ETHICS

The Department of Communication Disorders at UNK adheres to the ASHA Code of Ethics and trains students to follow the ASHA Code of Ethics throughout their academic, pre-professional and professional careers. To view the full code of ethics, visit:

<http://www.asha.org/Code-of-Ethics/>

## UNK STUDENT HANDBOOK

For current information about registration, tuition, and admission requirements go to UNK home page, click on Admissions tab and then Undergraduate or Graduate.

<http://www.unk.edu/admissions/index.php>

To view UNK's overall student code of conduct, please access this information on the UNK website link for Student Affairs, and the right hand side lists the Student Handbook:

[https://www.unk.edu/offices/reslife/\\_documents/university-of-nebraska-at-kearney-student-code-of-conduct.pdf](https://www.unk.edu/offices/reslife/_documents/university-of-nebraska-at-kearney-student-code-of-conduct.pdf)

To view UNK's academic integrity policy followed by the Communication Disorders Department, please access this information on the UNK website link for the Graduate Catalog, then Academics, and finally Academic Integrity Policy:

<https://catalog.unk.edu/graduate/academics/academic-regulations/expectations-in-the-classroom/academic-integrity-policy/>

## COE Acceptable Use of Technology Agreement:

As part of the College of Education's accreditation plan, online education students are required to read and respond to the Acceptable Use of Technology (AUT) agreement for 2024. Please do so by clicking on the following link: [https://unk.co1.qualtrics.com/jfe/form/SV\\_2cmZ7B5tDgbkFdY](https://unk.co1.qualtrics.com/jfe/form/SV_2cmZ7B5tDgbkFdY)

For current information about the UNK Youth Activities Safety Guidelines, visit:

<https://www.unk.edu/offices/reslife/youth-activity-safety-policy.php>

## UNK NON-DISCRIMINATION POLICY STATEMENT

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.

<https://www.unk.edu/about/compliance/discrimination-and-harassment/index.php>  
<https://www.unk.edu/about/files/harassment-and-discrimination-policy.pdf>

## STUDENTS WITH DISABILITIES

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email [unkdso@unk.edu](mailto:unkdso@unk.edu)

## STUDENTS WHO ARE PREGNANT

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308.865.8218. The following links provide information for students and faculty regarding pregnancy rights. <https://thepregnantscholar.org/title-ix-basics/>  
<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

## UNK POLICY FOR INCLUSIVE EXCELLENCE

**At UNK, inclusive excellence is rooted in our values.**

- **People matter.** The diversity of our students, faculty and staff is essential to our educational mission. Our backgrounds, identities, and lived experiences enrich our learning community.
- **The learning environment matters.** We are committed to an inclusive and equitable student-centered learning environment. In our classrooms we exchange ideas and opinions with respect for one another.
- **Learning matters.** Preparing students to value critical thinking, mutual respect, and open communication is essential for lifelong learning. We are building a community that protects and fosters intellectual inquiry and embraces diverse perspectives.

The following link provides information for students regarding UNK's commitment to inclusive excellence and procedures for improving classroom experience with inclusion and belonging: <https://www.unk.edu/about/dei/inclusive-excellence-in-the-classroom.php>.

## GRIEVANCE POLICY FOR DISCRIMINATION

[http://www.unk.edu/about/compliance/discrimination-and-harassment/sexual\\_grievance.php](http://www.unk.edu/about/compliance/discrimination-and-harassment/sexual_grievance.php)

## SEXUAL HARASSMENT

The University of Nebraska at Kearney reaffirms that all women and men -- students, staff, faculty and administrators -- are to be treated fairly and equally with dignity and respect. Any form of discrimination, including sexual harassment, is prohibited. For information about sexual harassment and reporting incidents, please visit:

<https://www.unk.edu/about/compliance/title-ix-resources/sexual-misconduct-policies--procedures.php>

### Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes they may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- **Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599
- **Campus Police (or Security)** 308-865-8911
- **Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

## **GRADUATE STUDENT APPEAL POLICY**

### Appeal Of Grades In Graduate-Level Courses

- I. Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures of the campus through which the grade was awarded. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:
  - a. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor.
  - b. If denied, the student should then appeal to the Graduate Program Chair or Director through which the course was offered. The appropriate Graduate Program Committee will meet to consider the student's appeal.
  - c. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies and Research. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. Since awarding grades in courses occurs at the individual campus level, the decision of the Faculty/Student Affairs Committee of the Graduate Council on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.
- II. If a student feels the grade they received in a class is incorrect, they must contact the instructor of record or in the absence of the instructor, the appropriate Graduate Program Chair or Director, within 30 days of the end of the term for which the grade was assigned. Failure to notify the instructor/department of record within the allotted time will render the initial grade final and no changes will be permitted. If the grade appeal cannot be resolved with the instructor, a formal, written appeal must be filed with the Graduate Program Chair or Director within 60 days of the end of the term for which the grade was assigned. If the instructor of record is also the Graduate Program Chair or Director, the formal appeal should be made to the UNK Dean of Graduate Studies and Research.
- III. The appeal must be the student's written statement specifying what the appeal is, the reason(s) for the appeal, and what outcome they are requesting. The student must also include documentation of course work pertinent to the course under appeal.

### Appeal Of General Academic Matters Related To Student Programs

#### (Other Than Grade Appeals)

- I. Graduate students holding admission with Non-degree status in the Graduate College, admission with a Master's objective, or a Specialist's objective should appeal as follows:
- II. Initially, the appeal may be submitted to the student's advisor.
- III. If denied, the appeal may be submitted to the UNK departmental Graduate Program Chair or Director responsible for the student's graduate program. The Student's Graduate Program Committee will meet to consider the appeal.
- IV. If denied, the appeal may be made to the UNK Graduate Council. The appeal should be filed with the UNK Dean of Graduate Studies and Research. Normally, this will be the final appeals body (for exceptions, see section IV).
- V. When a student's graduate program consists of registrations essentially or entirely on the UNK campus, the UNK Graduate Council will constitute the appeal board. When a

student's graduate program includes substantial registrations on a campus other than the one administratively responsible for the program, three members of the Graduate Council for the other campus will be designated by the Dean for Graduate Studies on that campus to augment the Graduate Council on the campus administratively responsible for the program. In this case, the augmented Council will constitute the appeal board. The decision concerning augmentation of a campus Graduate Council for a specific appeal involving registrations on a campus other than the one administratively responsible for the student's program will be made by the Deans for Graduate Studies on the campuses involved.

- VI. In all cases, appeals should be made in writing to the appropriate advisor, committee or council. In those cases where the appeal concerns graduate-level qualifying exams, comprehensive exams or final oral exams, the following deadlines must be observed. It is the responsibility of the student to make reasonable efforts to ascertain the results of the examination within 30 days after its completion.

The initiation of the appeal, in writing, by the student must be filed within 30 days following the student's receipt of notification of the evaluation. In those cases involving an appeal of termination of program, initiation of the appeal, in writing, by the student must be filed within 30 days following the student's receipt of the official written notification by the campus Office for Graduate Studies.

- VII. There is no absolute right of appeal to the University of Nebraska Executive Graduate Council. The Executive Graduate Council will accept appeals only in those cases where in the exercise of its sole discretion it shall first find that one or more of the following grounds for accepting the appeal exist: < > That the campus Graduate Council has violated some element of fair procedure (example: has failed to allow the parties concerned to present their cases fully to their campus Graduate Council); That the campus Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position; That the campus Graduate Council has given undue weight to evidence not pertinent to the case; or That some gross miscarriage of justice would be perpetrated if the decision of the campus Graduate Council is allowed to stand. Appeals to the Executive Graduate Council must be made in writing to the University of Nebraska Office of the Executive Vice President and Provost and must specifically outline the grounds for the appeal. Such appeal must be made within 20 working days of the day the decision of the campus Graduate Council is received (working days shall not include those days the University is not in session.)
- VIII. The Executive Council must make a decision to hear the appeal or not to hear the appeal within 30 working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be made in writing.
- IX. The decision of the Executive Graduate Council on the merits of the case will be made and transmitted to the concerned parties within 40 working days after the decision to hear the appeal.
- X. No person who was a member of the department or campus Graduate Council involved in the case will be eligible to participate in the decisions of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case. However, the Dean for Graduate Studies may replace members of the Executive Graduate Council not eligible for participation in the decision to hear the appeal or in the appeal itself.

## ENGLISH PROFICIENCY STANDARD

International students must submit an official TOEFL score sent directly from the Educational Testing Service to the Office of Graduate Studies & Research. This aligns with the policy stated in the Graduate Course Catalog for International Student admission.

Minimum TOEFL score of 550 on paper-based test or 79 on the internet based test (scores over 2 years old cannot be reported or validated)

Minimum IELTS score of 6.5

<http://catalog.unk.edu/graduate/admissions/international-students/>

**Non-General American English Speakers** CDIS graduate students identified as presenting with language differences that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and the Clinic Director. Strategies to improve their oral and/or written proficiency will be provided to the student via documented consultation with the Academic Advisor and/or the Clinic Director, and via feedback received from clinical faculty/instructors. Documented consultation may be drafted as a clinical action plan. If documented consultation does not meet the student's needs, attempts will be made to provide resources for individualized intervention, including, at the student's request, the program's Speech-Language-Hearing Clinic. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.

**Students with Communication Disorders** Students with communication disorders that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and/or the Clinic Director. Students will be provided with information on assessment and intervention services available in the community, including the program's Speech, Language, and Hearing Clinic. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others

## CORE FUNCTIONS

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

### **Communication**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable

and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

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

### **Motor**

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

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

### **Sensory**

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

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

### **Intellectual/Cognitive**

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

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



- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

### **Interpersonal**

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

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

### **Cultural Responsiveness**

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

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

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

### **Glossary**

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

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

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



This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Approved by the CAPCSD Board of Directors

April 3, 2023

Reference update April 25, 2023

## STUDENT FILES

Each student majoring in Communication Disorders is assigned a student file at the time they declare a major in Communication Disorders. The following information is contained in the student's file and readily available for the student's inspection at any time (by requesting the file from the clinic office associate):

Program of Study
ASHA checklist
Student teaching checklist for non-UNK undergraduates
Graduate comprehensive exam notification
Graduate application materials
Student handbook signature sheet
Confidentiality agreement
UNK undergraduate program materials
Compliances/Immunizations
Clockhours- observation and accrued hours
Internship materials

Students need to keep personal copies of all ASHA clock hour records (both observation and clinical).

## **Communication Disorders Comprehensive Major B.S. in Education**

Note: Licensure, teacher certification, and ASHA certification require a Master of Science in Education degree with a Speech-Language Pathology Major.

General Studies Program Hours = 45

General Studies coursework required by Teacher Education and major = 46

Foundational Core (Written, Math, Oral, Democracy) = 12 including:

ENG 101GS, Introduction to Academic Writing - 3

ENG 102GS, Academic Writing and Research - 3 hours

SPCH 100GS, Fundamentals of Speech Communication - 3 hours

Take 1 course from:

MATH 102GS, College Algebra - 3 hours

MATH 103GS, Plane Trigonometry - 3 hours (Prereq: MATH 102GS)

MATH 120GS, Finite Mathematics - 3 hours (Prereq: MATH 102GS)

MATH 123GS, Applied Calculus I - 3 hours (Prereq: MATH 102GS)

Take Democracy course - 3

Portal = 3

Distribution = 29

Aesthetics minimum = 3

Humanities minimum = 6

Social Sciences minimum = 6 including:

PSCI 110GS, Introduction to American Politics - 3 hours

PSY 203GS, General Psychology - 3 hours

Natural Sciences minimum = 7 including:

BIOL 103GS, General Biology - 4 hours

Take any CDIS departmentally approved CHEM, or PHYS GS course- 3-4

Analytical and Quantitative Thought minimum = 3 including:

PSY 250GS, Behavioral Statistics - 4 hours

Wellness minimum = 3 including:

PE 150GS, Healthy, Wealthy and Wise - 3 hours

Capstone = 3

Professional Sequence = 14 including:

TE 100GS, Teaching in a Democratic Society - 3 hours

TE 204, Growth and Development/Introduction to Exceptionalities - 4 hours

TE 206, Instructional Technology and the Preservice Teacher - 3 hours

TE 306, Reading and Inclusion in K-12 Classrooms - 2 hours

TE 319, Management and Assessment in K-12/Secondary Classrooms - 2 hours

(must be taken concurrently with CDIS 311 and CDIS 312)

Students must apply for admission to Teacher Education program.

Major Option = 73

Communication Disorders Core & Special Professional Courses – 49 hours

Communication Disorders Professional Electives – 9 hours

Unrestrictive Elective - 1 hour

Minimum total hours required coursework = 119

Unrestricted electives in 120 hour program = 1

Minimum total hours required for BSE in Communication Disorders Comprehensive = 120

All UNK degrees require a minimum of 120 hours. Forty (40) of the hours required for all UNK degrees must be upper division hours, which are courses numbered 300 or above taken at a 4-year college or university.

#### Communication Disorders Core Requirements (49 hours required)

Take all of the following:

- CDIS 210, Survey of Communication Disorders - 3 hours
- CDIS 215, Introduction to Phonetics - 3 hours
- CDIS 252, Anatomy and Physiology of the Speech Mechanism - 3 hours
- CDIS 261, Normal Language Development - 3 hours
- CDIS 311, Clinical Methods and Procedures in Communication Disorders - 3 hours
- CDIS 335, Speech and Hearing Science - 3 hours
- CDIS 354, Preschool Language Disorders - 3 hours
- CDIS 362, Articulation Disorders - 3 hours
- CDIS 406, Adult Communication Disorders - 3 hours
- CDIS 410, Introduction to Audiology - 3 hours
- CDIS 415, Aural Rehabilitation - 3 hours
- CDIS 420, Research in Communication Disorders - 3 hours
- CDIS 435, Neurological Foundations of Speech and Language - 3 hours
- CDIS 470, Professional Issues in Speech/Language Pathology - 3 hours
- CDIS 488, Senior Seminar - 3 hours
- PSY 203, General Psychology - 3 hours or SOC 100, Introduction to Sociology - 3

hours

- PSY 230, Human Development - 3 hours or FAMS 150 Lifespan Development and the Family - 3 hours

#### Professional Electives (12 hours required)

Take 12 hours from:

- CDIS 413, American Sign Language I - 3 hours
- CDIS 416, American Sign Language II - 3 hours (Prereq: CDIS 413)
- CDIS 480A, Clinical Practicum in Speech/Language Pathology - 2 hours
- CDIS 498, Special Topics - 1-3 hours
- BIOL 110, Introduction to Epidemiology - 3 hours
- BIOL 325, Medical Terminology - 1 hour
- CSP 417, Counseling Skills - 3 hours
- CSP 418, Introduction to Counseling and Social Advocacy - 3 hours
- CSP 441, Special Topics: Medial and Psychosocial Aspects of Alcohol/Drug Use, Abuse and Addiction - 3 hours
- TE 327, Introduction to Language Minority Students - 2 hours
- TESE 330, Collaboration, Consultation, and Teamwork - 3 hours
- TESE 437, Medical Aspects of Individuals with Disabilities - 3 hours

### Bachelor of Science in Communication Disorders 2024-2025 Checklist

Name: \_\_\_\_\_ NUID: \_\_\_\_\_

#### General Education Requirements

Foundational Requirements		Credits
<b>Loper 1</b>	<b>First-year seminar*</b>	
	Any 126	3
<b>Loper 2</b>	<b>Writing Skills</b>	
	ENG 101 Expository Writing I	3
<b>Loper 3</b>	<b>Oral Communication Skills</b>	
	SPCH 100 Fundmntl of Spch Comm	3
<b>Loper 4</b>	<b>Mathematics, Statistics, &amp; Quantitative Reasoning</b>	
	STATS 241 or STAT 235	3
<b>Broad Knowledge Requirements</b>		
<b>Loper 5</b>	<b>Visual or Performing Arts</b>	
		3
<b>Loper 6</b>	<b>Humanities</b>	
		3
<b>Loper 7</b>	<b>Social Science</b>	
	PSCI 110 Intro to American Politics	3
<b>Loper 8</b>	<b>Natural Science</b>	
	BIOL 103 General Biology	3
<b>Dispositional Requirements</b>		
<b>Loper 9</b>	<b>Civic Competency &amp; Engagement</b>	
	PSCI 110 Intro to American Politics	3
<b>Loper 10</b>	<b>Respect for Human Diversity</b>	
	TE 100 Teaching in Dem Societ	3
<b>Loper 11</b>	<b>Wellness</b>	
	KSS 150 Healthy Wealthy & Wise	3
<b>Program Specific Requirements</b>		
	CHEM 145, 148, 160/160L, 161/161L or PHYS 155/155L	4
	English ENG 102	
	Academic Writing & Research	3
<b>Total GS hours</b>		<b>38</b>

#### Note:

**Not** - National certification requires coursework in culturally diverse populations.  
 - UNK degrees require a minimum of 120 hours; 40 hours must be upper division courses (300 level or above).  
 \*Grades of "C" or higher are required for all Professional Studies Courses

#### Major-Specific Requirements

Teacher Education Sequence		Credits
TE 204	Growth & Dev/Intro to Exceptionalities	4
TE 206	Instructional Tech & Preservice Teacher	3
TE 306	Reading & Inclusion K-12	2
TE 319	Management & Assessment in K-12	2
<b>Total</b>		<b>11</b>

#### Communication Disorders Core Requirements

Major		Credits
CDIS 210	Survey of Communication Disorders	3
CDIS 215	Introduction to Phonetics	3
CDIS 252	Anatomy/Physiology of Speech Mech	3
CDIS 261	Normal Language Development	3
CDIS 311	Clin Methods & Procedures in CDIS	3
CDIS 335	Speech & Hearing Science	3
CDIS 354	Preschool Language Disorders	3
CDIS 362	Speech Sound Disorders I	3
CDIS 406	Adult Communication Disorders	3
CDIS 410	Introduction to Audiology	3
CDIS 415	Aural Rehabilitation	3
CDIS 420	Research in CDIS	3
CDIS 435	Neurolo Foundations in Sp & Lang	3
CDIS 470	Professional Issues in SLP	3
CDIS 488	Senior Seminar	3
PSY 203	General Psychology	3
PSY 230 OR FAMS 150	Human Development	3
	Lifespan Developem & Family	
	<b>Total</b>	<b>51</b>

#### CDIS Professional Electives (12 hrs minimum)

Course		Credits
BIOL 110	Introduction to Epidemiology	3
BIOL 325	Medical Terminology	1
CDIS 413	American Sign Language I	3
CDIS 416	American Sign Language II	3
CDIS 480A	Clinical Practicum in SLP	2
CDIS 498	Special Topics	3
CSP 411	Special Topics	3
CSP 417	Counseling Skills	3
CSP 418	Intro to Counseling & Social Advocacy	3
TE 327	Intro to Language Minority Students	2
TESE 330	Collaboration, Consultation, & Co-Teaching	3
TESE 437	Medical Aspects of Individ w/ Disabilities	3
	<b>Total</b>	<b>12</b>

#### UNRESTRICTED ELECTIVES (minimum 8 hrs)

		3
		3
		2
<b>Total</b>		<b>8</b>

**CDIS Undergrad Sequence 120 credit hours**

Semester 1 (15 Credits) - Freshman			Credits	General Studies
XXX 126	First Year Seminar		3	Loper 1
ENG 101	Expository Writing		3	Loper 2
BIOL 103	General Biology		4	Loper 8
SPCH 100	Fundamentals of Speech Communication		3	Loper 3
CDIS 210	Survey of Communication Disorders		3	
Semester 2 (16 Credits)			Credits	General Studies
PSCI 110	Intro to Amer Politics		3	Loper 7 & 9
ENG 102	Special Topics in Academic Writing & Research		3	
TE 100	Teaching in a Democratic Society		3	Loper 10
CDIS 215	Intro to Phonetics		3	
CHEM 145, CHEM 148, CHEM 160/160L, CHEM 168/L, PHYS 155/155L, or PHYS 155/155L			4	
Semester 3 (16 Credits) - Sophomore			Credits	General Studies
CDIS 261	Normal Language Development		3	
TE 204	Growth & Development/Intro to Exceptionalities		4	
KSS 150	Healthy Wealthy and Wise		3	Loper 11
PSY 203 or SOC 100	General Psychology or Intro to Sociology		3	
GS Humanities Course	English, History, Philosophy		3	Loper 6
Semester 4 (15 Credits)			Credits	General Studies
TE 206	Instructional Technology and the Preservice Teacher		3	
PSY 230 OR FAM 150	Human Development/Lifespan Development & the Family		3	
CDIS 354	Preschool Language Disorders		3	
STAT 235 or 241	Intro to Statistics for Soc Sci or Elementary Statistics		3	Loper 4
GS Visual Arts	Music, Art, Dance, Theater		3	Loper 5
Semester 5 (14 Credits) - Junior			Credits	
CDIS 420	Research in Communication Disorders		3	
CDIS 252	Anatomy & Physiology of Speech Mechanism		3	
CDIS 413	Sign Language or other Professional elective		3	
TE 306	Reading and Inclusion K-12		2	
CDIS Professional Elective			3	
Semester 6 (14 Credits)			Credits	
CDIS 335	Speech and Hearing Science		3	
CDIS 406	Adult Communication Disorders		3	
CDIS 362	Speech Sound Disorders I		3	
Unrestricted elective			2	
Unrestricted elective			3	
Semester 7 (14 Credits) - Senior			Credits	
CDIS 311	Clinical Methods and Procedures in Communication Disorders		3	
CDIS 410	Introduction to Audiology		3	
CDIS 435	Neurological Foundations of Speech & Language		3	
CDIS Professional elective			3	
TE 319	Management & Assessment K-12/Secondary Classrooms		2	
Semester 8 (15 Credits)			Credits	
CDIS 488	Senior Seminar		3	
CDIS 415	Aural Rehabilitation		3	
CDIS 470	Professional Issues in Speech/Language Pathology		3	
CDIS Professional Elective			3	
Unrestricted elective			3	
CDIS Professional Elective Options			Credits	
CDIS 413	American Sign Language I		3	
CDIS 416	American Sign Language II		3	
CDIS 440 or 840P	Augmentative/Alternative Communication		3	
CDIS 480A	Clinical Practicum in Speech/Language Pathology		2	
CDIS 498 or 899P	Speech Topics in Speech-Language Pathology		3	
BIOL 110	Intro to Epidemiology		3	
BIOL 325	Medical Terminology		1	
CSP 417	Counseling Skills		3	
CSP 418	Intro to Counseling & Social Advocacy		3	
CSP 441	Special Topics		1 to 3	
TE 327	Intro to Language Minority Students		3	
TESE 330	Collaboration, Consultation, & Co-Teaching		3	
TESE 437	Medical Aspects of Individuals with Disabilities		3	

## GRADUATE INFORMATION

Students successfully completing the Master's degree and appropriate education requirements, the National Examination in Speech-Language Pathology, and a year of supervised professional experience are eligible for the following credentials:

1. National certification in speech-language pathology from the American Speech-Language-Hearing Association
2. Nebraska licensure in speech-language pathology, issued by the State Department of Health
3. Teacher certification in speech-language pathology, issued by the Nebraska Department of Education

Full-time graduate students can expect to complete the Master's degree program in 2- 2 1/2 years, barring unforeseen events. Students who take fewer than 11 credit hours per semester can expect to have difficulty completing all requirements in this time period. While the program faculty does their best to provide appropriate clinical practicum opportunities for all students, inflexible student schedules can make it difficult to meet clinical practicum requirements. Since all students must obtain clinical experience with a variety of clients, it is important to be available when clients are available.

It is a requirement of the Department of Communication Disorders that a graduate student complete both the clinical and academic requirements for ASHA certification as well as take the national exam prior to obtaining a Master's degree from the University of Nebraska Kearney.

## ACADEMIC REQUIREMENTS

- I. Undergraduate Coursework Each student must successfully complete all undergraduate courses in Communication Disorders with a grade of C or better. In the event that a grade lower than a C is achieved, that course must be repeated. Undergraduate students must have maintained an overall cumulative grade point average of at least 2.8 in order to participate in the clinical practicum experience.
- II. Graduate Coursework In the graduate course sequence, a student must complete all academic courses with a grade of C or better. If a student, during the course of their graduate program, receives more than two grades below B in the major area or has a cumulative GPA below 3.0, the graduate program may be terminated. This includes clinical practicum courses.
- III. Nebraska Teacher Certification Graduate students are required to complete a series of teacher education courses, including a Human Resource Training (HRT) course to be eligible for Nebraska Teacher Certification. If students have not previously completed these requirements, they will be included in their graduate plan of study as deficiencies. NDE HRT-approved courses can be viewed at the [NDE website](#).
- IV. Clinical Practicum Graduate students are required to enroll in Practicum in Speech-Language Pathology (CDIS 861, 862, 863, or 864) during each semester that they are enrolled in six or more hours of academic course work. Practicum includes a variety of supervised clinical experiences, including individual and group therapy, screenings, parent conferences, and diagnostic evaluations. Students are expected to participate in occasional special projects, such as Health Fairs, preschool and industrial screenings, as outlined in the practicum course descriptions. In clinical practicum courses, the student must earn a B or higher to count the clinical practicum hours toward the ASHA standard. Students who receive a grade lower than a B in a clinical practicum course may need to repeat their clinical experience prior to student teaching or externship and this may delay their anticipated date of graduation. *See UNK Clinic Handbook.*
- V. Student Progress Review Faculty meet at midterm and the end of each semester (end of semester only in summer) to review all graduate students' progress regarding both

academic and clinical performance. The Core Functions and CALIPSO Student Performance Evaluation will be used to guide these reviews. Students will be notified of their progress via email following these meetings. Recommendations from this review may include:

- i. On-track: moving toward independence appropriately
- ii. Consultation: having been identified as a developing student/clinician with a few key areas to target
- iii. Action Needed: at-risk, develop action plan to support growth in identified areas

*\*See V. Action Plan below*

VI. Action Plan Students who experience difficulty acquiring and/or demonstrating satisfactory academic performance and/or clinical skills may be required to develop an action plan. These plans are individualized for the student. The goals and objectives of the plan are determined based on specific feedback from the faculty. The action plan process is as follows:

- A. Faculty identify need for an Action Plan at midterm or end-of-semester review of students in faculty meeting.
- B. Department Chair, Graduate Program Chair, Clinic Coordinator, and relevant faculty members develop Action Plan to address goals and objectives to facilitate growth during specified time period.
- C. Student is notified to meet with appropriate personnel [Dept. Chair, Grad. Program Chair, Clinic Coord., and/or other faculty member(s)].
- D. Concerns are discussed, student provides input into plan, and plan is modified and agreed upon.
- E. Final Action Plan signed by student and relevant parties.
- F. Distribute signed plan to student and all involved parties to facilitate support and achievement of goals.
- G. Action Plan reviewed with student and relevant individuals on a designated schedule for the individual plan with documentation of meeting outcomes.

VII. Internships In order for students to qualify for an internship, they must have passed all four practicum courses and the required academic courses for the Communication Disorders major and must have the consent of the Department Chair, Graduate Program Chair, and Clinic Coordinator. All students must be admitted to Teacher Education before their school placement application will be accepted. Admission requirements and procedures can be found at: <http://www.unk.edu/academics/certification/>. Students should have accrued 95-115 hours that count toward the ASHA required total of 400 hours BEFORE beginning internships. These 95-115 hours include observation, alternative clinical education, diagnostic, and intervention hours. Each student's internship application must be accepted by a public or private school, hospital, state institution, or clinic.

Students are to enroll in a school and a medical internship during the final 1-2 semesters of their program. The internship should simulate as closely as possible a full-time work setting in which this student might eventually be employed. In keeping with Rule 20, a CDIS internship supervisor will provide three formal, on-site observations of each graduate student at their internship site. The visits will include observing the student and meeting with the on-site, certified SLP supervisor, who oversees the student on a regular basis. The internship coordinator will arrange for communication with out of state placements via email, phone and/or video conference. All supervised visits are arranged by the CDIS internship coordinator.

VIII. Comprehensive Examinations The CDIS department conducts comprehensive summative assessments as required for our accreditation. The comprehensive examination is scheduled during the last semester of students' program of study when they should be able to demonstrate the integrated information they have learned through academic course work, on-campus clinical practica, and off-campus internship experiences.

Therefore, students will take the comprehensive examination that focuses on the following areas: Foundations and Professional Practice; Screening, Assessment, Evaluation, and Diagnosis; and Planning, Implementation, and Evaluation of Treatment.

A. Students are responsible for the following three categories:

i. Foundations and Professional Practice

1. Normal Processes: information related to acoustics, respiration, phonation, articulation, resonance, and neurological anatomy and physiology; instrumentation involved in measurement of such activity; production and perception of the speech signal; scientific bases for such knowledge; states of normal speech, language, and swallowing development.
2. Professional Practice: information related to confidentiality; ethical behavior; problem solving strategies; collaboration and consultation; service delivery models; scope of practice; current educational and health care trends; procedures related to certification, licensure, and affiliation with professional organizations.

ii. Screening, Assessment, Evaluation, and Diagnosis

1. Assessment: information related to screening, evaluation, and diagnosis for individuals with communication disorders across the lifespan, including congenital and acquired disorders, neurogenic and learning based (environmental) disorders.

iii. Planning, Implementation, and Evaluation of Treatment

1. Intervention: information related to planning, implementation, and evaluation of treatment practices for individuals with communication disorders across the lifespan, including congenital and acquired disorders, neurogenic and learning based (environmental) disorders.

Comprehensive examinations will emulate the format of the Speech-Language Pathology Praxis Exam; (i.e., it will include 132 multiple choice questions). The exam will be administered online via Canvas and monitored via use of anti-cheating software. All students will verify their identity before entering the exam. Students will have 150 minutes to complete the examination at the scheduled date/time determined by the CDIS graduate faculty committee (typically in the first month of students' last semester of the program). The examination process may be adapted for students who have an accommodation plan on file with the Academic Success Office prior to the examination date.

To pass comprehensive examinations, students must respond accurately to at least 80% of the questions. Students who do not achieve an 80% or greater will be remediated. The CDIS faculty will establish a student-centered remediation plan based on the areas of deficit. If the student fails to pass remedial attempts within the semester of comprehensive exams, the student's graduation will be delayed. Additional remediation will occur in the following semester. If this final remediation plan is not successfully completed, the student will not graduate from the program. An exception will be considered for any student who passes the Speech-Language Pathology Praxis exam but is not able to pass the comprehensive examination remediations.

IX. ASHA Certification All who intend to become ASHA certified must follow the steps outlined on the ASHA website (<https://www.asha.org/certification/slpcertification/>).

- A. Take the Praxis Subject Assessment in the area of Speech-Language Pathology.
- B. Complete acceptable master's degree program in Speech-Language Pathology.
- C. Complete Clinical Fellowship under an individual holding CCC in Speech-Language Pathology in paid or volunteer employment setting.



**Master of Science in Education Degree**  
**Speech-Language Pathology**  
**(53 hours)**

*If the department determines that a student's transcript has a deficiency, students must take appropriate coursework to fulfill the requirement.*

**Requirements (34 hours required)**

Take all of the following:

- CDIS 818P Diagnostics Methods – 3 hours
- CDIS 830P, Pediatric Swallowing Disorders - 1 hour
- CDIS 840P, Augmentative/Alternative Communication - 3 hours
- CDIS 851, Phonological Disorders - 3 hours
- CDIS 852, Reading and Writing Strategies for the SLP: Serving Students with Language-Based Literacy Disorders - 3 hours
- CDIS 857, Dysphagia - 2 hours
- CDIS 865, Voice and Resonance Disorders - 3 hours
- CDIS 868, Motor Speech Disorders - 3 hours
- CDIS 876, Cognitive Communication Disorders - 3 hours
- CDIS 881, Seminar in Speech-Language Pathology - 3 hours
- CDIS 885P, Fluency Disorders - 3 hours
- CDIS 887, Aphasia Rehabilitation - 3 hours

Take EACH of the following, for a total of 8 hours:

- CDIS 861, Practicum in Speech-Language Pathology - 2 hours
- CDIS 862, Practicum in Speech-Language Pathology - 2 hours
- CDIS 863, Practicum in Speech-Language Pathology - 2 hours
- CDIS 864, Practicum in Speech-Language Pathology - 2 hours

**Electives (3 hours required)**

Take a minimum of 3 hours from:

- CDIS 820, Research in Communication Disorders - 3 hours
- CDIS 828P, Advanced Audiology - 3 hours
- CDIS 832, Independent Study in Audiology - 1-3 hours
- CDIS 870P, Professional Issues - 3 hours
- CDIS 879P Aging and Cognition – 3 hours
- CDIS 886, Infant/Preschool Assessment - 3 hours
- CDIS 895, Independent Study in Speech-Language Pathology - 1-3 hours
- CDIS 896, Thesis
- CDIS 899P, Special Topics in Speech-Language Pathology - 1-3 hours

May choose 3 hours from either:

- CSP 801P, Counseling Skills - 3 hours

OR

- CSP 850P, Introduction to Counseling and Social Advocacy - 3 hours

\*any graduate course not listed must be approved by the students' academic advisor and the department chair.

To be eligible for professional credentialing by the American Speech-Language-Hearing Association (ASHA), Nebraska Department of Health, and Nebraska State Department of Education, students also must complete the following internships:

**Professional Certification Requirements (9 hours required)**

Take 9 hours from:

- CDIS 893P, Internship (pediatric/school) - 5 hours
- CDIS 894P, Internship (clinical) - 4 hours

## Graduate Program of Study

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

Advisor: \_\_\_\_\_

Graduate Standing: ☐ Full ☐ Provisional; date to be changed \_\_\_\_\_

Teacher Certification Desired: ☐ Yes ☐ No GRE \_\_\_\_\_ VRBL \_\_\_\_\_ QUANT \_\_\_\_\_ UG GPA \_\_\_\_\_

Course#	Course Title CDIS Courses (30 hrs required)	Credit Hours	Grade Received	Semester Taken
CDIS 818	Diagnostic Methods	3.0		
CDIS 830	Pediatric Swallowing Disorders	1.0		
CDIS 840P	Augmentative/Alternative Communication	3.0		
CDIS 851	Phonological Disorders	3.0		
CDIS 852	Reading & Writing Strategies for the SLP	3.0		
CDIS 857	Dysphagia	2.0		
CDIS 865	Voice & Resonance Disorders	3.0		
CDIS 868	Motor Speech Disorders	3.0		
CDIS 876	Cognitive Communication Disorders	3.0		
CDIS 881	Seminar in Speech-Language Pathology	3.0		
CDIS 885P	Fluency Disorders	3.0		
CDIS 887	Aphasia Rehabilitation	3.0		
	<b>Practicum (8 hours required)</b>			
CDIS 861	Practicum in SLP	2.0		
CDIS 862	Practicum in SLP	2.0		
CDIS 863	Practicum in SLP	2.0		
CDIS 864	Practicum in SLP	2.0		
	<b>Electives (3 hours required)</b>			
	<b>Internships (9 hours) Required for Certification</b>			
CDIS 892P or 893P	Internship (Pediatric or School)			
CDIS 894P	Internship (Clinical)			
	<b>Teacher Ed Requirements</b>			
TE100 Teaching in a DEM Society				
TE 204 Growth & Dev/Intro to Except				
TE 206 Instructional Technology				
TE 306 Reading & Inclusion				
TE 319 Management & Assessment K-12				

HRT Requirement: \_\_\_\_\_ Date Praxis Passed \_\_\_\_\_ Date applied/Admitted to Teacher Ed \_\_\_\_\_

UNK CDIS Undergraduate Majors  
 Sample Graduate Sequence  
 Total required = 53 (44 academic; 9 clinical)  
 2022-2023

Term	Course	Credit Hours
<u>Fall 1</u>		
CDIS 818	Diagnostic Methods	3
CDIS 852	Reading & Writing Strategies for the SLP	3
CDIS 840P	Augmentative & Alternative Communication	3
CDIS 861	Practicum in SLP	<u>2</u>
	Total	11 hours
<u>Spring 1</u>		
CDIS 851	Phonological Disorders	3
CDIS 868	Motor Speech Disorders	3
CDIS 876	Cognitive Communication Disorders	3
CDIS 862	Practicum in SLP	<u>2</u>
	Total	11 hours
<u>Summer 1</u>		
CDIS 830P	Pediatric Swallowing	1
CDIS 857	Dysphagia	2
	Graduate Elective	3
CDIS 865	Voice & Resonance Disorders	3
CDIS 863	Practicum in SLP	<u>2</u>
	Total	11 hours
<u>Fall 2</u>		
CDIS 881	Seminar in Speech-Language Pathology	3
CDIS 885P	Fluency Disorders	3
CDIS 887	Aphasia	3
CDIS 864	Practicum in SLP	<u>2</u>
	Total	11 hours
<u>Spring 2</u>		
CDIS 892P	Internship (Pediatric) OR	5
CDIS 893P	Internship (School) And	5
CDIS 894P	Internship (Clinical)	<u>4</u>
	Total	9 hours

*2021-2022*  
**NON-CDIS Undergraduate**  
**Sample Graduate Sequence**

<b>Term</b>	<b>Course</b>	<b>Credit Hours</b>
<u>Fall 1</u>		
CDIS 252	Anatomy/Phys of Speech Mech	3
CDIS 261	Normal Language Development	3
PSY 230	Human Development	3
PSY 250	Behavioral Stats	3
	<b>Total</b>	<b>11 hours</b>
<u>Spring 1</u>		
CDIS 215	Intro to Phonetics	3
CDIS 335	Intro to Speech & Hearing Science	3
CDIS 354	Preschool Language Disorders	3
CDIS 362	Articulation Disorders	3
	<b>Total</b>	<b>12 hours</b>
<u>Summer 1</u>		
	Biological Science W/ Lab	4
	Physical Science (Geog, Chem, Phys)	3
	<b>Total</b>	<b>7 hours</b>
<u>Fall 2</u>		
CDIS 311	Clinical Methods & Procedures	3
CDIS 410	Intro to Audiology	3
CDIS 835P	Neurological Foundations	3
CDIS 852	Reading & Writing Strategies for the SLP	3
	<b>Total</b>	<b>12 hours</b>
<u>Spring 2</u>		
CDIS 895	Independent Study (Aural Rehabilitation)	3
CDIS 876	Cognitive Communication Disorders	3
CDIS 870P	Professional Issues	3
CDIS 861	Practicum in SLP	2
	<b>Total</b>	<b>11 hours</b>
<u>Summer 2</u>		
CDIS 830P	Pediatric Swallowing Disorders	1
CDIS 857	Dysphagia	2
CDIS 865	Voice & Resonance Disorders	3
CDIS 862	Practicum in SLP	2
	<b>Total</b>	<b>8 hours</b>
<u>Fall 3</u>		
CDIS 885P	Fluency Disorders	3
CDIS 887	Aphasia	3
CDIS 840P	Augmentative & Alternative Communication	3
CDIS 863	Practicum in SLP	2
	Graduate Research Course	3
	<b>Total</b>	<b>14 hours</b>
<u>Spring 3</u>		
CDIS 851	Phonological Disorders	3
CDIS 868	Motor Speech Disorders	3
CDIS 864	Practicum in SLP	2
	Deficiency or Graduate Elective	2
	<b>Total</b>	<b>11 hours</b>
<u>Summer 3</u>		
CDIS 894P	Internship (Clinical)	4
	<b>Total</b>	<b>4</b>
<u>Fall 3</u>		
CDIS 892P	Internship (Pediatric)	5
	<b>OR</b>	
CDIS 893P	Internship (School)	5
	<b>Total</b>	<b>9 hours</b>

Note: Teacher Education Courses also may be required for the degree.

Rev. 1-26-2022

**ASHA CHECKLIST**

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

Advisor: \_\_\_\_\_

NUID: \_\_\_\_\_

Date Entered Program \_\_\_\_\_

<b>STANDARD/ Content Area</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Grade Received</b>	<b>Semester Taken</b>
<b>IV-A</b>		<b>BASIC SCIENCES</b>			
Biological Science					
Physics or Chemistry					
Psychology					
Math					
<b>IV-B</b>		<b>BASIC HUMAN COMMUNICATION PROCESSES</b>			
Human Development					
Phonetics					
Anat & Phys of Speech Mech					
Speech & Hearing Science					
Language Development					
Neurological Foundations					
Multicultural Issues					
<b>IV-C</b>		<b>COMMUNICATION, SWALLOWING, HEARING DISORDERS (prevention, assessment, intervention)</b>			
Intro to Audiology					
Preschool Lang Disorders					
Articulation Disorders					
Aural Rehab					
Augmentative/Alternati ve Communication					
Reading & Writing Strategies for the SLP					
Dysphagia					
Voice and Resonance Disorders					
Motor Speech Disorders					
TBI & Related Disorders					
Fluency Disorders					
Aphasia					
Practicum in SLP (4 semesters)					
<b>IV-E, G, H</b>		<b>ETHICAL CONDUCT &amp; PROFESSIONAL ISSUES</b>			
Clinical Procedures					
Professional Issues					
<b>IV-F</b>		<b>RESEARCH PRINCIPLES</b>			
Statistics					
Research Methods					

# Speech/Language Pathology, Master of Science in Education

- [Overview](#)
- [Requirements](#)

Offered by [Department of Communication Disorders](#)

## Program Information and Admission Requirements

### Program Description

The Communication Disorders program is designed to prepare Speech-Language Pathologists for Nebraska teacher certification, state licensure, and certification by the American Speech-Language-Hearing Association. The program prepares graduates to work in early intervention programs, public schools, hospitals, rehabilitation centers, nursing homes, federal and state institutions. It also prepares students to apply for advanced degree programs in Speech-Language Pathology, Audiology, Speech and Hearing Sciences, and related areas. Additional professional opportunities include private practice, research, university teaching, and clinic supervision and administration.

### Admission Requirements

An applicant desiring to pursue the Master's Degree in the area of Speech/Language Pathology must have completed an undergraduate degree or equivalent from an accredited institution. If the degree was not comparable to that offered at the University of Nebraska at Kearney or if deficiencies exist, the applicant must take those undergraduate courses deemed necessary by the Communication Disorders faculty to make up the deficiencies. An applicant who has obtained a Bachelor's Degree in some other area will be required to take those undergraduate courses in Speech/Language Pathology and possibly in related areas necessary to complete the equivalent requirements for the undergraduate major. Two tracks are available for admission. The On-campus Track has a minimum of 53 credits and the Online Track has a minimum of 56 credits. Applications are accepted for the fall term only and are due by January 15th.

Admission for Unconditional (Full) status is based on the following preferred qualifications:

1. Undergraduate overall grade point average of B or better,
2. Undergraduate Communication Disorders major grade point average of B+ or better,

3. Graduate grade point average of B+,
4. Three letters of recommendation, and
5. A professional resume.
6. Verbal communication skills are assessed via a video interview based on a department-approved question/statement in the online application for both tracks.
7. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria. Official TOEFL (<http://www.ets.org/toefl>) or IELTS score (unless your home country's native language is English, or you have graduated from a U.S. college or university) are to be submitted to ensure that you are prepared for coursework taught in English. Scores must be sent directly from the Educational Testing Service. The minimum TOEFL score accepted is 550 for the paper version and 79 for the internet version. The minimum IELTS score is 6.5.
8. When all application materials have been received by the Office of Graduate Studies and Academic Outreach, completed files will be forwarded to the CDIS Department for consideration and recommendation.

Applicants may be admitted on a conditional basis if the applicant's materials do not meet minimal grade point or GRE standards. Unconditional (full) admission will not be granted until the student completes 12 credit hours of graduate course work in CDIS with a cumulative GPA of B or better.

## Advising

In consultation with an advisor, the graduate student will develop a program of study/degree audit after acceptance into the degree program. This program will be approved by the department and the Dean of Graduate Studies and Academic Outreach. The program of study requires a minimum of 53 credits for the On-Campus track and a minimum 56 credits for the Online Track. In some cases, the graduate committee may require additional credit hours in Communication Disorders or in related areas if a student has a significant weakness in a specific area. A student may elect to take more than a minimum of 53 credits for the On-Campus track and a minimum of 56 credits for the Online Track. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

## UNK Non-Discrimination Policy Statement

[www.unk.edu/offices/human\\_resources/aaeo/policies/nondiscrimination\\_policy.php](http://www.unk.edu/offices/human_resources/aaeo/policies/nondiscrimination_policy.php)

The University of Nebraska at Kearney declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing its services to the public. Therefore, the University of Nebraska at Kearney shall not discriminate against anyone based on race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status.

## Comprehensive Exams or Thesis Options

In addition to successful completion of all required course work, students must pass a comprehensive exam. Students who complete a thesis do not write comprehensive exams. Students can register for up to six credit hours of thesis for completion of the degree. Thesis credit hours can be counted toward the requirement of 50 in the On-Campus track. The thesis option is not available for the Online Track.

## Professional Certification

Enrollment in [CDIS 893P](#) for 5 credit hours, and [CDIS 894P](#) for 4 credit hours, enables students to meet the American Speech-Language-Hearing Association (ASHA) certification requirements, Nebraska licensure requirements, and Nebraska teacher certification requirements. Such certification applications include both academic and clinical requirements. Additional course work may be added to a program of study to meet teacher certification requirements. If a graduate student wishes to receive program endorsement for licensure in a state other than Nebraska, they must determine what those requirements are and bring them to the Graduate Program Chair and Clinic Coordinator. It is often true that a Master's degree in CDIS is the primary requirement; however, some states have specific coursework or clock hour requirements that are not mandated by ASHA.

## Accreditation

The Master of Science in Education degree in the Speech-Language Pathology Program at the University of Nebraska Kearney is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, (800) 498-2071 or (301) 296-5700.

### Graduate Faculty

Professor: Miechelle McKelvey, Jan Moore

Associate Professor: Philip Lai, Ladan Ghazi Saidi, Jane Roitsch, Whitney Schneider-Cline

### Graduate Program Committee

P. Lai (Chair), M. McKelvey, J. Moore, L. Ghazi Saidi, J. Roitsch, W. Schneider-Cline



## List of Courses

### Communication Disorders (CDIS)

#### **CDIS 818P – Diagnostic Methods 3 credit hours**

Diagnostic principles, procedures, and materials used in assessment of individuals with communication disorders.

#### **CDIS 820 – Research in Communication Disorders 3 credit hours**

This course is designed to help students of communication disorders become critical readers of research in the field and to demonstrate the relevance of basic and applied research for evaluation and therapy in speech-language pathology and audiology. The course will include research strategies and research design in communication disorders in addition to measurement issues and organization and analysis of data.

#### **CDIS 830P – Pediatric Swallowing Disorders 1 credit hour**

This course is designed to study the unique aspects of pediatric swallowing and feeding with regard to assessment, diagnosis, prognosis, and rehabilitation of children from birth to 21 years of age with dysphagia and/or related feeding disorders.

#### **CDIS 832 – Independent Study in Audiology 1-3 credit hours**

Independent research or special assignments in the area of audiology.  
Total Credits Allowed: 3.00

#### **CDIS 833 – Practicum in Audiology 1-3 credit hours**

Observation and participation in hearing testing, rehabilitation and patient counseling, and report writing.  
Total Credits Allowed: 3.00

#### **CDIS 835P – Neurological Foundations of Speech and Language 2 credit hours**

The course familiarizes the student with the nervous system in terms of the organization of the brain, descending motor and ascending sensory pathways, and cranial nerves and muscles. Knowledge of these anatomic systems makes possible the understanding and classification of the effects of specific, localized disease processes on human speech and language.

#### **CDIS 840P – Augmentative Alternative Communication 3 credit hours**

This course is designed to orient students to the process of AAC: the supplementation or replacement of natural speech and/or writing using aided and/or unaided symbols. Topics covered include: AAC as a process and assistive technology as tools; terminology in AAC; funding based on legal issues of AAC, due process and expert testimony; ethics; multicultural issues; literacy; seating and other positioning, and motor control. Assessment and intervention strategies will be discussed.

**CDIS 851 – Phonological Disorders 3 credit hours**

Nature, etiology, assessment and treatment of phonological disorders; comparison to articulation assessment and treatment; remediation approaches.

**CDIS 852 – Read & Writ Strat for SLP: Serving Students w/Lang Based Literacy Disorders 2 credit hours**

This course explores theory and research concerning language and literacy development and disorders in children and adolescents. Topics will include home and school influences on literacy acquisition, roles and responsibilities of the speech-language pathologist in reading and writing assessment and intervention, and predictors of reading and writing acquisition and improvement.

**CDIS 857 – Dysphagia 2 credit hours**

Rehabilitation of individuals with eating and swallowing disorders. Basic science, evaluation, and treatment issues of dysphagia are explored with emphasis on management of adults in the context of the rehabilitation team in a medical setting. Adaptations and special needs of pediatric dysphagia are overviewed.

Prerequisite: [CDIS 835P](#)

**CDIS 861 – Practicum in Speech/Language Pathology 1-3 credit hours**

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

Total Credits Allowed: 3.00

Prerequisite: Graduate status

Additional Course Fee Required

**CDIS 862 – Practicum in Speech/Language Pathology 1-3 credit hours**

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, counseling clients, advising families, preparing lesson plans, writing reports, and maintaining files.

Total Credits Allowed: 3.00

Prerequisite: Graduate standing

Additional Course Fee Required

**CDIS 863 – Practicum in Speech/Language Pathology 1-3 credit hours**

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical file maintenance.

Total Credits Allowed: 3.00

Prerequisite: Graduate standing

Additional Course Fee Required

**CDIS 864 – Practicum in Speech/Language Pathology 1-3 credit hours**

Observation and participation in speech-language and hearing diagnostic evaluations, therapy procedures, client counseling, family advising, lesson plan preparation, report writing, and clinical

file maintenance.

Total Credits Allowed: 3.00

Prerequisite: Graduate standing

Additional Course Fee Required

### **CDIS 865 – Voice and Resonance Disorders 3 credit hours**

Symptomatology, etiology, assessment and remediation of functional and organic voice disorders; prevention issues. Classification of cleft lip and palate and related anomalies; medical approaches to cleft lip and palate; and assessment and intervention of communication disorders related to cleft lip and palate.

### **CDIS 868 – Motor Speech Disorders 3 credit hours**

Nature, etiology, assessment, and treatment of motor speech disorders including dysarthria; acquired brain injury; verbal apraxia; and augmentative/alternative communication systems.

### **CDIS 870P – Professional Issues 3 credit hours**

This course is designed to prepare students for employment as speech language pathologists. It provides information relative to professional, federal and state guidelines by which the practice of speech-language pathology is governed. Rights and responsibilities of speech-language pathologists are addressed. Information is given about various work settings including public schools, hospitals and other clinical facilities.

### **CDIS 876 – Cognitive Communication Disorders 3 credit hours**

Rehabilitation of individuals recovering from traumatic brain injury or closely related disorders. Evaluation and treatment issues are explored with emphasis on management of adults in a medical setting. Pediatric TBI, school reentry integration models and rehabilitation needs are also addressed. Special needs of right hemisphere damaged patients and those with dementia will be discussed.

Prerequisite: [CDIS 815](#)

### **CDIS 879P – Aging and Cognition 3 credit hours**

Aging and Cognition is a multidisciplinary course that can interest/benefit/address students in different undergraduate or graduate programs including communication disorders, physical therapy, occupational therapy, psychology, nursing, family studies, kinesiology, sociology, social work, and education. Cognitive change as a normal process of aging as well as pathological aging including neurodegenerative diseases such as different types of dementia, Alzheimer's disease, and Parkinson's disease will be discussed. The concept of cognitive reserve will be elaborated and the factors that contribute to building a better reserve for healthy aging and prevention of neurodegenerative diseases will be studied.

### **CDIS 881 – Seminar in Speech-Language Pathology 3 credit hours**

Advanced study and research in topics of current concern and interest in Speech/Language Pathology.

Total Credits Allowed: 6.00

**CDIS 885P – Fluency Disorders 3 credit hours**

Causes and treatment of fluency disorders; major theories of the nature of stuttering; the various treatment approaches; roles as clinicians.

Prerequisite: Graduate standing

**CDIS 886 – Infant-Preschool Assessment and Intervention 3 credit hours**

This course will provide students with the opportunity to develop a knowledge base and applied skills in a model of collaborative team assessment to be used with children and families in the birth to five age range.

Prerequisite: Graduate standing

**CDIS 887 – Aphasia Rehabilitation 3 credit hours**

Historical, theoretical and basic neuroscience foundations of the aphasia and related disorders such as the apraxias and the agnosias are studied. Clinical aphasiology, the theoretical bases, and alternative procedures employed in the assessment, diagnosis, prognosis, and rehabilitation of individuals with aphasia and related disorders is comprehensively addressed.

**CDIS 888 – Clinical Supervision 1 credit hour**

Information is presented covering the tasks, tools, and strategies of clinical supervision. Supervision during clinical training will be contrasted with that of varied workplace settings for speech-language pathologists and assistants.

**CDIS 892P – Internship (Pediatric) 5-10 credit hours**

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in children in an educational setting or clinical facility.

**CDIS 893P – Internship (Schools for NE Teacher Certification) 5-10 credit hours**

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in an approved school setting that meets the Nebraska Department of Education standards to be eligible for Nebraska teacher certification.

Total Credits Allowed: 10.00

**CDIS 894P – Internship (Clinical) 4-10 credit hours**

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a clinical facility.

Total Credits Allowed: 10.00

**CDIS 895 – Independent Study in Speech-Language Pathology 1-3 credit hours**

Independent research or special assignment in the field of Speech/ Language Pathology.

Total Credits Allowed: 9.00

**CDIS 896 – Thesis 3-6 credit hours**

Student investigates a research topic in the area of Speech/Language Pathology, following APA style of reporting the research.

Total Credits Allowed: 6.00

**CDIS 897 – Internship (Schools out-of-state) 5-10 credit hours**

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in an approved school setting for students pursuing certification outside of Nebraska.

Total Credits Allowed: 10.00

**CDIS 899P – Special Topics in Speech-Language Pathology 1-6 credit hours**

A course designed to enable the administrators and teachers of Communication Disorders to become knowledgeable about recent trends and issues in Communication Disorders or other concerns affecting Communication Disorders.

Total Credits Allowed: 6.00