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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.

Mailing Address: UNK Communication Disorders Department
College of Education, A103
1615 W. 24th St.
Kearney, NE 68849-5553

Phone: 308-865-8300
Fax: 308-865-8397
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

Master of Science in Education degree in Speech Language Pathology Program at 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.
NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)

Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions. Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning. Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.
Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
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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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.

Ghazi Saidi, Ladan – Assistant Professor: adult language disorders; aging, bilingualism; neuroimaging; neurosciences
Lai, Philip – Assistant Professor: autism; language development and disorders
McKelvey, Miechelle – Professor, interim department chair: adult acquired neurogenic communication disorders; augmentative alternative communication
Moody, Laura – Lecturer, Clinic & Internship Coordinator, Clinical Educator
Moore, Jan – Professor: dual certification; audiology; aural rehabilitation; early intervention; multiculturalism
Schneider-Cline, Whitney – Associate Professor, Graduate Program Chair: clinical writing; language development and disorders; literacy
Wilson, Jill – Lecturer, Clinical Educator
Wolfe, Denise – Lecturer, Clinical Educator
DEPARTMENT OF COMMUNICATION DISORDERS
MISSION STATEMENT

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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 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, clinic 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:


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:

http://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-integrity-policy/

COE Acceptable Use of Technology Agreement:
Online education students in the College of Education are required to read and respond to the Acceptable Use of Technology Agreement. Please do so by clicking on the following link:

https://unk.co1.qualtrics.com/jfe/form/SV_9Y3kc9LaHWvn3AV
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

**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.

**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 Cindy Ference in Student Health, 308-865-8219. The following link provides information for students and faculty regarding pregnancy rights.


**UNK STATEMENT OF DIVERSITY & INCLUSION**

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I:

https://www.unk.edu/about/equity-access-diversity.php

**GRIEVANCE POLICY FOR SEXUAL HARASSMENT AND DISCRIMINATION**

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 she or he 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.

If you have questions regarding the information in this email please contact Mary Chinnock Petroski, Chief Compliance Officer (petroskimj@unk.edu or phone 8400).

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.
ESSENTIAL FUNCTIONS

In addition to the knowledge and skills outlined in standards from the American Speech-Language-Hearing Association, individuals seeking the master’s degree in SLP must be able to demonstrate these essential functions* to meet the professional obligations of a speech-language pathologist. Graduate students might already possess many of these items, while others are practiced and solidified during graduate training.

COMMUNICATION
- Communication skills include: articulation, fluency, expressive/receptive language, pragmatics, and voice/resonance.
- The student must demonstrate consistent communication skills to:
  - Read and write with a level of American English proficiency needed to complete all functions of clinical and academic graduate program requirements.
  - Use spoken American English proficiency needed to complete all oral functions of the clinical and academic program requirements.
  - Understand and use nonverbal communication skills effectively.

INTELLECTUAL/COGNITIVE
- The student must demonstrate cognitive functioning that allows him/her to:
  - Understand, retain, integrate, and apply oral and written content to complete all functions of the clinical and academic graduate program requirements.
  - Self-assess, set goals based on past performance, and use resources to increase knowledge, skills, and dispositions.
  - Organize, strategize, and adjust problem-solving and decision-making skills to be successful in coursework and clinical contexts.

PHYSICAL
- The student must possess motor skills and functioning that allow him/her to:
  - Sustain necessary level of physical exertion matched to classroom and clinical tasks across the duration of the mandated workday.
  - Respond in an expedited manner to provide a safe environment for clients in emergency situations.
  - Manipulate testing and treatment materials efficiently and without disruption to the assessment and treatment contexts.
  - Interact with client-utilized materials and equipment (e.g., hearing aids, wheelchair, AAC device, etc.) without complication or error.
  - Access technology for mandated client activities (e.g., online billing, charting systems, EMR programs, etc.).
  - Access transportation to clinical and academic settings necessary for program requirements.

SENSORY
- The student must possess sensory skills that allow him/her to:
  - Visually discriminate effectively between normal and disordered or different communication (i.e., fluency, articulation, voice/resonance, language, cognition, and hearing) and swallowing skills.
  - Auditorily discriminate effectively between normal and disordered or different communication (i.e., fluency, articulation, voice/resonance, language, cognition, and hearing) and swallowing skills.

BEHAVIORAL
- The student must possess behaviors that allow him/her to:
  - Wear attire that is appropriately matched to the professional context.
  - Receive and implement constructive criticism in academic and clinical activities.
  - Adapt to quickly changing and intense professional environments.
Uphold the ASHA Code of Ethics and all university, institution, state, and federal privacy and legal regulations.

Show compassion, empathy, and respect to clients, caregivers, and colleagues.

Practice self-care to maintain a level of functioning that does not jeopardize clients and colleagues.

*In requested and mandated circumstances, the program will allow for reasonable accommodations to be provided in order for a student to meet stated essential functions.

**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):

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

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, Typical/Atypical Growth and Development - 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 312, Field Experience in Communication Disorders - 1 hour
- CDIS 335, Speech and Hearing Science - 4 hours
- CDIS 354, Preschool Language Disorders - 3 hours
- CDIS 356, Adolescent Language and Communication Disorders - 2 hours
- CDIS 362, Articulation Disorders - 3 hours
- CDIS 406, Adult Communication Disorders - 2 hours
- CDIS 410, Introduction to Audiology - 4 hours
- CDIS 415, Aural Rehabilitation - 3 hours
- CDIS 420, Research in Communication Disorders - 3 hours
- CDIS 470, Professional Issues in Speech/Language Pathology - 3 hours
- CDIS 488, Senior Seminar - 3 hours
- PSY 230GS, Human Development - 3 hours

Professional Electives (9 hours required)
Take 9 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
- 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
(See advisor for approved topic.)
- PSY 403, Psychology of Motivation - 3 hours
- PSY 430, Memory and Cognition - 3 hours
- PSY 455, Adolescent Psychology - 3 hours
- PSY 462, Adult Development and Aging - 3 hours
- TE 327, Introduction to Language Minority Students - 2 hours
- TESE 430, Collaboration, Consultation, and Teamwork - 2 hours
- TESE 437, Medical Aspects of Individuals with Disabilities - 3 hours
## GENERAL STUDIES (45 hrs minimum)

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
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<td>47 hrs minimum required for Communication Disorders</td>
</tr>
</tbody>
</table>

### Foundational Core (12 hours minimum)

- Communication (written & oral) (6-9 hrs)
  - ENG 101 GS (3) Introduction to Academic Writing
  - ENG 102 GS (3) Academic Writing and Research
  - SPCH 100 GS (3) Fundamentals of Speech Communication

Math (3 hrs)
- Select ONE Math from the following: 102, 103, 120 or 123.

Democracy in Perspective (3 hrs)

### Portal Course (3 hours)

- Take ONE 188 from approved list

### Distribution Courses (27 hours minimum)

#### Aesthetics (3 hrs)
- Take ONE from approved list

#### Humanities (6 hrs) Must be from 2 different disciplines
- Take TWO from approved list

#### Social Sciences (6 hrs) Must be from 2 different disciplines
- Take BOTH of the following

#### Natural Sciences (8-9 hrs with at least 1 lab)
- Must be from 2 different disciplines

#### Analytical & Quantitative Thought (0-3 hrs)

#### Wellness (3 hrs)
- PE 150 GS (3) Healthy Wealthy & Wise

#### GS Elective (0-1 hrs)

### IV Capstone Course (3 hours)
- Take ONE 388 course from approved list.

## PROFESSIONAL STUDIES (73 hrs)

### Teacher Education Sequence (12 hrs)
- Take ALL of the following

### Communication Disorders Core & Special Professional Courses (49 hrs)
- Take ONE 188 from approved list

#### Communication Disorders Professional Electives (9 hrs minimum)
- Select from the following (3 hrs minimum 300 level or above)

### UNRESTRICTED ELECTIVES (minimum 1 hr)

**Note:** 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.*
Bachelor of Science in Education: Communication Disorders Comprehensive Degree

UNDERGRADUATE SEQUENCE (Fall 2017)

<table>
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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Cr. Hrs.</th>
<th>Course #</th>
<th>Course Title</th>
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<td>__ENG 101</td>
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<td>__ENG 102</td>
<td>Academic Writing &amp; Research</td>
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<td>__Biol 103</td>
<td>General Biology (with lab) GS</td>
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<td>__PSY203</td>
<td>General Psychology GS</td>
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<td>__PSCl110</td>
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<td>Articulation Disorders</td>
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<td>_CDIS 312</td>
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<td>_CDIS 488</td>
<td>Senior Seminar</td>
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<td>__TE 319</td>
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<td>Total</td>
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<td>14</td>
</tr>
</tbody>
</table>
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. 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.

IV. 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 Essential 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
Consultation: having been identified as a developing student/clinician with a few key areas to target

Action Needed: at-risk, develop action plan to support growth in identified areas *See V. Action Plan below

V. 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.

VI. 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/. **Praxis Core must be taken by October 1st of first semester of graduate program. Students with degrees from UNL & UNO must provide proof of Praxis Core scores at new student orientation. 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 semester 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, onsite observations of each graduate student at their internship site. 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. The visits will include observing the student and meeting with the on-site, certified SLP supervisor, who oversees the student on a regular basis.

VII. Comprehensive Examinations During the last semester of their graduate program, students must take a written comprehensive examination in the following areas: Foundations and Professional Practice; Screening, Assessment, Evaluation, and Diagnosis; and Planning, Implementation, and Evaluation of Treatment. In order to be successful in future employment settings, students must integrate information and demonstrate application of acquired knowledge and clinical skills. The adequacy of students’ clinical skills in assessing and treating individuals with communication disorders is the basis for determining the ultimate success of our graduate program. Thus, the comprehensive examination is scheduled during the last semester of
students’ program of study, when they can demonstrate the integrated information they have learned through academic course work, on-campus clinical practica, and off-campus internship experiences.

A. Students are responsible for the following three categories:
   i. Foundations and Professional Practice
      1. Normal Processes: information related to acoustics, respiration, phonation, articulation, resonation, 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; it will include 132 multiple choice questions. The exam will be administered online via Canvas. 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 80% or more of the questions.

Graduation will be delayed one semester for students who do not pass comprehensive examinations on the first attempt. Students who do not achieve an 80% or greater will be remediated. The CDIS faculty will establish a remediation plan based on the areas of deficit. This plan will take place within two months of the original comprehensive examination.

Students failing to achieve an 80% or greater on the assigned remediation, will be allowed one additional remedial opportunity to demonstrate competency (80% or greater) in the area(s) of deficit during the semester following the comprehensive examination. If the student fails to pass the second remediation, they 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.

VIII. 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
(50 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 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 818P, Diagnostics Methods - 3 hours
- 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 885, 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

Amended 5-22-2021
## On Campus Graduate Program of Study

Name: ___________________ NUID: ___________ Advisor: _______________

GRE: Full Scale: _____ Vrbl _____ Quant _____ Wrtng _____ UG GPA: ____________

### CDIS Courses (25 hrs required)

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<td>CDIS 887</td>
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### Practicum (7 hours required)

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<th>Credit Hours</th>
<th>Grade Received</th>
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<td>CDIS 863</td>
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<td>CDIS 864</td>
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### Electives (6 hours required)

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### Internships (9 hours) Required for Certification

<table>
<thead>
<tr>
<th>Course #</th>
<th>Internship (school/child)</th>
<th>Credit Hours</th>
<th>Grade Received</th>
<th>Semester Taken</th>
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<tbody>
<tr>
<td>CDIS 893P</td>
<td>Internship (school/child)</td>
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<tr>
<td>CDIS 894P</td>
<td>Internship (clinical/adult)</td>
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### Teacher Ed Requirements

- TE 100 Teaching in a Dem Society
- TE 204 Typical & Atypical Dev
- TE 206 Instructional Technology
- TE 306 Reading & Inclusion
- TE 319 Management & Assessment K-12

Additional TE Requirements: ___________ Date Praxis Passed ___________ Date Applied/Admitted to Teacher Ed.

**I DO ____ DO NOT _____ want to be eligible for teacher certification in Nebraska.**

__________________________________________
Student Signature __________________________ Date

__________________________________________
Advisor Signature __________________________ Date
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<th>Term</th>
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<tr>
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<td>CDIS 852 Reading &amp; Writing Strategies for the SLP</td>
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<td>Fall 1</td>
<td>CDIS 840P Augmentative &amp; Alternative Communication</td>
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<td>CDIS 861 Practicum in SLP</td>
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<td><strong>Total</strong></td>
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<tr>
<td></td>
<td>CDIS 851 Phonological Disorders</td>
<td>3</td>
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<tr>
<td>Spring 1</td>
<td>CDIS 868 Motor Speech Disorders</td>
<td>3</td>
</tr>
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<td></td>
<td>CDIS 876 Cognitive Communication Disorders</td>
<td>3</td>
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<td></td>
<td>CDIS 862 Practicum in SLP</td>
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<td></td>
<td><strong>Total</strong></td>
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<tr>
<td>Summer 1</td>
<td>CDIS 830P Pediatric Swallowing</td>
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<td>CDIS 857 Dysphagia</td>
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<td>CDIS 881 Seminar in Speech-Language Pathology</td>
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<td>CDIS 885P Fluency Disorders</td>
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<td>CDIS 887 Aphasia</td>
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<td>Spring 2</td>
<td>CDIS 892P Internship (Pediatric)</td>
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<td></td>
<td>OR</td>
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<td></td>
<td>CDIS 893P Internship (School)</td>
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</tr>
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<td>And</td>
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Rev. 2-6-2020
### 2020-2021
NON-CDIS Undergraduate
Sample Graduate Sequence

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<th>Term</th>
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<tr>
<td>Fall 1</td>
<td>CDIS 252  Anatomy/Phys of Speech Mech</td>
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<td>CDIS 261  Normal Language Development</td>
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<td>PSY 230  Human Development</td>
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<td>PSY 250  Behavioral Stats</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Spring 1</td>
<td>CDIS 215  Intro to Phonetics</td>
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<tr>
<td></td>
<td>CDIS 335  Intro to Speech &amp; Hearing Science</td>
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<tr>
<td></td>
<td>CDIS 354  Preschool Language Disorders</td>
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<td>CDIS 362  Articulation Disorders</td>
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<td>Biological Science W/ Lab</td>
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<td><strong>Total</strong></td>
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<td>Fall 2</td>
<td>CDIS 311  Clinical Methods &amp; Procedures</td>
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<td>CDIS 312  Field Experience in Com Dis</td>
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<td>CDIS 410  Intro to Audiology</td>
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<td></td>
<td>CDIS 835P Neurological Foundations</td>
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<td>CDIS 852  Reading &amp; Writing Strategies for the SLP</td>
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<td><strong>Total</strong></td>
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<td>Spring 2</td>
<td>CDIS 895  Independent Study (Aural Rehabilitation)</td>
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<td>CDIS 876  Cognitive Communication Disorders</td>
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<td>CDIS 870P Professional Issues</td>
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<td>CDIS 861  Practicum in SLP</td>
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<td>Summer 2</td>
<td>CDIS 830P Pediatric Swallowing Disorders</td>
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<td></td>
<td>CDIS 857  Dysphagia</td>
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<td>CDIS 865  Voice &amp; Resonance Disorders</td>
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<td>CDIS 862  Practicum in SLP</td>
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<td><strong>Total</strong></td>
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<td>CDIS 885P Fluency Disorders</td>
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<td>CDIS 887  Aphasia</td>
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<td>CDIS 840P Augmentative &amp; Alternative Communication</td>
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<td>Summer 3</td>
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<td>CDIS 893P Internship (School)</td>
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<td><strong>Total</strong></td>
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Note: Teacher Education Courses also may be required for the degree.  
Rev. 2-6-2020
<table>
<thead>
<tr>
<th>STANDARD/Content Area</th>
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<th>Course Title</th>
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<td>BASIC SCIENCES</td>
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<td>Anat &amp; Phys of Speech Mech</td>
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<td>Speech &amp; Hearing Science</td>
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<td>Voice and Resonance Disorders</td>
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<td>TBI &amp; Related Disorders</td>
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</table>
Speech/Language Pathology, Master of Science in Education

- **Overview**
- **Requirements**

**Offered by** Department of Communication Disorders

**Program Information and Admission Requirements**

**Admission Requirements**

A student 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 student 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. 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. Competitive Graduate Record Examination (GRE) scores,
2. Undergraduate overall grade point average of B or better,
3. Undergraduate Communication Disorders major grade point average of B+ or better,
4. Graduate grade point average of B+,
5. Three letters of recommendation, and
6. Written communication skills assessed with submission of a personal statement for the on-line application.
7. Verbal communication skills are assessed via a video interview based on a question/statement in the online application.
8. Applicants may choose to submit a professional resume
9. International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria. Submit an 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); this is used to ensure that you are prepared for coursework taught in English. Score 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.
10. When all application materials have been received by the Office of Graduate Studies and Research, completed files will be forwarded to the CDIS Department for consideration and recommendation.
Students 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.

Procedure

Applications can be completed online at [http://www.unk.edu/admissions/graduate-student.php](http://www.unk.edu/admissions/graduate-student.php). Applicants will upload required documents and pay the application fee through this online application. The Department of Communication Disorders graduate admissions committee will review application materials and determine students who will be offered admissions. The Office of Graduate Studies and Research will send official notification of acceptance into the Speech-Language Pathology Graduate Program.

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.

Advising

Students are advised upon initial enrollment and once every semester throughout their program. Students are informed of these procedures at new graduate student orientation that is held every August. 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 Office of Graduate Studies and Research. The program of study requires a minimum of 47 semester credit hours of course work to be selected with the advisor's approval. 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 47 credit hours. In special cases, alternate courses may be substituted for required courses, with the approval of the Communication Disorders faculty.

Candidacy for the Masters of Science in Education Degree

After completing between 12 and 24 credit hours of graduate level coursework, students must file an Application for Candidacy ([https://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/Candidacy_1-13.pdf](https://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/Candidacy_1-13.pdf)) with the Office of Graduate Studies and Research. Students must have a cumulative GPA of at least 3.0 and indicate their expected date of graduation.
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 47 credit hours of course work as elective credit hours.

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.

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.

Tracking Competencies

All student’s complete coursework and practicum that adheres to the ASHA Certification Requirements in Speech-Language Pathology. As students matriculate through the program, their progress will be documented using an online tracking system created by Calipso. At the initiation of their program, students will be given a username, password, and instructions for accessing their individual accounts. Individual students are responsible for adding clock hours to document clinical experiences. Coursework is entered at the conclusion of each semester so students have a cumulative record of competencies met. The Department of Communication Disorders uses Calipso for program tracking.

Change of Program of Study

At times, a student may need to modify their program of study as set during their initial advising. In consultation with the student’s academic advisor, a Change in Program of Study form must be filed (https://www.unk.edu/academics/gradstudies/admissions/grad-files/Grad%20Files/Change%20in%20Program%2013.pdf) with the Office of Graduate Studies and Research. Students and the academic advisor discuss these changes, fill out the form, and acquire the necessary signatures. The student then takes the form to the Office of Graduate Studies and Research.
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. Refer to page 4 for full accreditation statement.

Graduate Faculty

Professor: Miechelle McKelvey, Jan Moore

Associate Professor: Whitney Schneider-Cline

Assistant Professor: Philip Lai, Ladan Ghazi Saidi

Graduate Program Committee

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

List of Courses

Communication Disorders (CDIS)

CDIS 815 – 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 817 – Speech Science Instrumentation 2 credit hours

This course is intended to provide a practical guide to instrumentation for graduate students in speech-language pathology. Clinical use and application will be reviewed.

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 828P – Advanced Audiology  3 credit hours

Review of the hearing mechanism and basic audiometric procedures. Training and experience in advanced audiometric techniques, including speech and immittance audiometry; masking; equipment care and calibration; referral procedures; report writing; and case history writing.

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. Prerequisite: CDIS 857 or CDIS 815.

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 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. Prerequisite: Graduate standing

CDIS 856P – Adolescent Communication and Language Disorders  2 credit hours

Study of normal and disordered communication skills of adolescents. Identification and assessment procedures will be covered. Classroom and clinical management of this population
will be discussed.
Prerequisite: Graduate standing

**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. It is recommended that students complete CDIS 252 or approved equivalent and CDIS 815 prior to enrolling in CDIS 857.

**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  2 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 – TBI and Related 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 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  2 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 aphasias 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)  5-10 credit hours

Supervised clinical practicum in identification, assessment, and treatment of communication disorders in a public school setting.
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 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