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beginning step in treatment, and as a system for evaluating outcomes. Techniques include direct observation, self-monitoring, behavior rating scales, behavioral interviews, task analytic, and cognitive-behavioral measures. F

### **684 (3) Personality Assessment**

This course will focus exclusively on personality testing. Some of the tests covered will be objective (e.g., MMPI II), projective (e.g., Rorschach and Thematic Apperceptions Test), and internalization disorders (e.g., depression indexes).  
Pre: PSYC 419/519

### **686 (3) Clinical Assessment**

This course is designed to be a comprehensive assessment course. Multiple tests will be covered in the areas of intelligence, adaptive behaviors, behavior management measures, personality, and psychopathology. The end goal of the course is competence in administering a complete battery of tests and writing a professional report on the results.

### **689 (3) Standards and Ethics**

Details the principles and standards put forth by the APA to guide the profession of Psychology. The course is oriented towards those going into either a career in therapy (i.e., clinical, counseling, or school psychology) or industrial/organizational psychology.

### **691 (2) Clinical Practicum I**

Students are placed in clinical settings under the supervision of a licensed psychologist. Placements vary among hospitals, private clinics, and county mental health agencies. Clinical Practicum I covers the first 150 clock hours of the 300 hours needed to fulfill the practicum requirement.

Pre: Admitted to clinical master's program, OR Permission of Director of Clinical Training

### **692 (2) Clinical Practicum II**

Extension of Practicum I. Students complete the second 150 hours of the 300 hours of supervised practice.

Pre: Admitted to clinical master's program, OR Permission of Director of Clinical Training

### **694 (1-2) Alternate Plan Paper**

Individualized student paper based on an extensive review of literature in some area of Psychology.

### **695 (2) Research in Industrial/Organizational Psychology I**

Developing research proposals/projects, ethic committee review, implementing consulting projects, data collection, report writing, presentation to professional societies, and submitting funding requests.

Pre: Consent

### **696 (3) Research in Clinical Psychology I**

Students participate on laboratory teams with clinical faculty. Teams develop research proposals and write

ethics committee proposals. Projects include clinical field studies, survey studies, and single subject intervention. Students are expected to present findings at meetings of professional associations.

Pre: Permission of instructors, Director of Clinical Training, and admission to clinical program

### **697 (2) Research in Industrial/Organizational Psychology II**

Continuation of Research in Industrial/Organizational Psychology I.

Pre: Consent

### **698 (3) Research in Clinical Psychology II**

Continuation of Research in Clinical Psychology I.

Pre: Permission of instructors, Director of Clinical Training, and admission to clinical program

### **699 (3-6) Thesis**

Individualized student research paper which involves a literature review and original research.

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## **COMMUNICATION DISORDERS MS**

*College of Allied Health & Nursing  
Communication Disorders Department  
103 Armstrong Hall • 507-389-1414*

Chair: Bruce Poburka, Ph.D.

Cynthia Busch, Ph.D., Patricia Hargrove, Ph.D., Judith Kuster, MS, Wayne S. Quirk, Ph.D.

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Communication Disorders is a discipline in human services offering graduates rewarding careers in speech and language pathology. A Master of Science program is available for students who have an undergraduate major in communication disorders or its equivalent. Employment opportunities are commonly available in schools, hospitals, rehabilitation centers, and private practice. The thesis or the alternate plan programs, when combined with students' undergraduate preparation, lead to the academic and practicum requirements for the Certificate of Clinical Competence (CCC) in Speech Pathology issued by the American Speech, Language and Hearing Association (ASHA). Effective January 1, 1994, all graduate work applied toward the CCC must have been initiated and completed at a program accredited by the Council on Academic Accreditation (CAA) of ASHA. The Graduate Program in Communication Disorders is accredited by CAA.

**Program Purpose.** It is the purpose of the Master of Science Program in Communication Disorders to provide a high quality of student preparation leading to careers in human services for persons with communication disorders and to promote scientific investigation in the normal and abnormal development and use of speech, language and hearing.

**Admission.** Applications for admission are competitive and must be received by February 1 for admission for the following fall semester. If a vacancy occurs during the academic year, mid-year admission is possible. Approximately ten new admissions are accepted each year. To take graduate level courses, applicants must have been admitted by the College of Graduate Studies. Competitive applicants should have attained (1) a Graduate Record Examination (GRE) score of at least 1200 (2) a grade point average (GPA) of 3.00 or better on a 4.0 scale in 40 undergraduate credits in the basic sciences coursework, as required by the ASHA to meet Standard II, A of the Standards for the Certificate of Clinical Competence, and (3) a minimum of 6 semester credits of coursework appropriate to Standard II, B, professional coursework. Applicants who have not attained the above GPA (3.00) may be admitted provisionally on the basis of their performance on the Graduate Record Examination (GRE) (contact department for specific requirements and prior experience). Three statements of recommendation are also required as well as submission of a writing sample in the form of a letter of intent.

**Financial Assistance.** A limited number of graduate assistantships in Communication Disorders are available. Application can be obtained from the department or from the College of Graduate Studies and should be filed by February 1 for the following academic year or until positions are filled.

Graduate study in Communication Disorders is fundamentally different than undergraduate work, as graduate students are expected to demonstrate superior academic performance. To be recommended by the faculty for graduation, each student's Plan of Study is reviewed individually for deficiencies.

Since ASHA allows both graduate and undergraduate credits to be applied to certification in speech, graduate students must complete the residual course credits between their undergraduate credits and the total ASHA requirements, as well as the University minimums for theses or alternate plan paper options. Similarly, they must meet the ASHA standard for clock hours of clinical practicum and at least 250 of these hours must be earned at the graduate level. At least 50 percent of students' academic credits must be at the 600 level. With its emphasis on competency in becoming a speech clinician, students must have experienced clinical supervision by at least two different faculty supervisors. Internship 698 is also required of all graduate students to improve their clinical competencies.

Students graduate on faculty recommendation. Students should be aware the 50 clock hours of supervised practicum is required in a minimum of three different clinical settings. More than one internship may be necessary to meet this requirement, depending upon the student's undergraduate preparation.

**Honesty Policy.** As members of Minnesota State University, Mankato community, students assume the re-

sponsibility to meet the academic obligations in a fair and honest manner. This responsibility includes avoiding such activities as cheating, plagiarism or collusion. Please refer to the University policy on academic honesty for definitions of terms and explanations.

## COMMUNICATION DISORDERS MS

(Thesis Plan - 51 cr)

(Alternate Plan Paper - 52 cr)

### Required Core (45-46 cr)

CDIS 518	Seminar: Stuttering (2)
CDIS 520	Advanced Audiology (3)
CDIS 555	Supervising Paraprofessionals (Lab-Usually taken with 540) (1)
CDIS 540	Organization and Management of Clinical Pro.(2)
CDIS 577	Instrumentation & Technology in CDIS (3)
CDIS 588	Multicultural Issues (3)
CDIS 613	Naturalistic Eval. Children (3)
CDIS 614	Language Therapy and Children (3)
CDIS 615	Sem: Speech Sound Disorders (2)
CDIS 616	Seminar: Voice Problems (2)
CDIS 621	Motor Speech Disorders (3)
CDIS 675	Seminar: Selected Topics (2)
CDIS 695-01	Clinical Practicum SLP (2)
CDIS 695-02	Clinical Practicum SLP (2)
CDIS 522	Clinical Practicum Aud (2)
CDIS 697	Internship (1-12) May take more than one internship.

Other Electives to complete minimum

### Required Research (3 cr)

CDIS 610

### Required Thesis or Alternate Plan Paper

CDIS 694	Alternate Plan Paper (2)
CDIS 699	Thesis (3)

## COURSE DESCRIPTIONS

### 502 (2) Child Language Disorders

Types and characteristics of language disorders in children. F

Pre: admission to major; or concurrent enrollment in CDIS 503, consent of instructor, Special Education majors

### 503 (1) Child Language Disorders Lab

Lab associated with CDIS 4/502. Practice in applying course content to the language of children. F

Pre: admission to major, or concurrent enrollment in CDIS 502, consent of instructor, Special Education majors

### 505 (3) Beginning Sign Language

The first in a sequence of courses which aim at the development of skills in the use of American Sign Language as a form of communication with persons who are hearing impaired or deaf. F,S

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**506 (3) Intermediate Sign Language**

The second in a sequence of courses which aim at the development of skills in the use of American Sign Language as a form of communication with persons who are hearing impaired or deaf. F,S  
Pre: CDIS 4/505

**507 (3) Advanced Sign Language**

The third in a sequence of courses which aim at the development of skills in the use of American Sign Language as a form of communication with persons who are hearing impaired or deaf. F,S  
Pre: CDIS 4/506

**516 (3) Voice and Resonance Disorders**

Description, etiology, assessment and management of voice and resonance disorders. F  
Pre: admission to major or consent of instructor

**517 (3) Stuttering**

Description, etiology, assessment and management of fluency disorders. S  
Pre: admission to major, consent of instructor

**518 (2) Seminar: Stuttering**

Advances in basic research and practices. F  
Pre: CDIS 417

**519 (3) Adult Language Disorders**

Causes, characteristics, evaluation and management of aphasia, traumatic brain injury, right hemisphere deficits, and dementia. F  
Pre: admission to major or consent of instructor

**520 (3) Seminar: Advanced Audiology**

Seminar in audition and advanced audiologist concepts for the speech/language pathologist. F  
Pre: admission to major, consent of instruction

**521 (3) Aural Rehabilitation**

Habilitative audiology and the instruction of the hearing-impaired, including hearing aids, speech reading and auditory training. Variable  
Pre: admission to major or consent of instructor

**522 (2) Clinical Practicum: Audiology**

Clinical practice with hearing-handicapped children and adults. F,S  
Pre: admission to major; CDIS 301, 421; GPA 2.8 in major

**523 (2) Educational Audiology**

Management of hearing impaired children in school settings. Variable  
Pre: admission to major or consent of instructor

**531 (1) Orientation Lab**

Supervised observation of the diagnostic and remedial management of speech and language disorders. S  
Pre: admission to major plus concurrent enrollment in 4/534

**534 (2) Orientation to Clinical Practicum**

Procedures and operation of the clinical program in

communication disorders. S

Pre: admission to major plus concurrent enrollment in CDIS 4/531

**538 (2) Speech Sound Disorders**

Description, etiology, assessment and management of speech sound problems. F  
Pre: Admission to major or consent of instructor plus concurrent enrollment in CDIS 4/539 (Speech Sound Lab)

**539 (1) Speech Sound Disorders Lab**

Lab associated with CDIS 4/538. Applies information from class to speech sound problems. F  
Pre: admission to major or consent of instructor plus concurrent enrollment in CDIS 4/538

**540 (2) Organization and Management of Clinical Speech Programs**

Delivery of clinical services in schools, hospitals, rehabilitation centers and other settings. F  
Pre: concurrent enrollment in CDIS 555  
Supervising Paraprofessionals

**544 (3) Appraisal and Diagnosis**

Tests, measures, procedures and processes for the evaluation and diagnosis of speech and language. S  
Pre: admission to major or consent of instructor

**545 (1) Grand Rounds- Foundation**

Observation of clinical case studies. Variable

**546 (2) Grand Rounds Presentations**

Presentation of clinical case studies. Variable

**555 (1) Supervising Paraprofessionals**

Advances in basic practices of paraprofessionals. F  
Pre: Concurrent enrollment in CDIS 540

**577 (3) Instrumentation and Technology in Communication Disorders**

Explains and demonstrates the use of instrumentation and technology in the acquisition of knowledge about the analysis of human communication disorders. S

**588 (3) Multicultural Issues for Health and Human Service Professionals**

This course is designed to give speech-language pathologists and rehabilitation counselors knowledge of multicultural/multilingual issues pertaining to working with culturally and linguistically different populations. S

**610 (3) Introduction to Research in Communication Disorders**

Exposure to research design of professional literature. F

**613 (3) Naturalistic Evaluation of Children's Language Disorders**

Non-standardized, informal assessment techniques of children's language disorders. S  
Pre: CDIS 402

**614 (3) Language Therapy with Children**