

## COMMUNICATION DISORDERS MS

College of Allied Health & Nursing  
Department of Speech, Hearing, and Rehabilitation Services  
103 Armstrong Hall • 507-389-1414

Chair: Bruce Poburka, Ph.D.

Graduate Coordinator: Patricia Hargrove, Ph.D.

Cynthia Busch, Ph.D.; Patricia Hargrove, Ph.D.; Judith Kuster, MS; Bonnie Lund, Ph.D.; Carol Myhre, MS; Rene Shellum, Au.D.

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 10-12 new admissions are accepted each year. To take graduate level courses, applicants must have been admitted by the College of Graduate Studies and Research. Competitive applicants should have attained (1) a Graduate Record Examination (GRE) score of at least 400 on the verbal and quantitative test sections. Writing scores are considered on a case by case basis, (2) a grade point average (GPA) of 3.00 or better on a 4.0 scale in 40 undergraduate credits including courses in the basic sciences, as required by the ASHA to meet Standard III, A of the Standards for the Certificate of Clinical Competence, and (3) professional coursework. Applicants who have not attained the above GPA (3.00) may be admitted provisionally on the basis of their performance on the 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 Research 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 325 of these hours must be earned at the graduate level. At least 50 percent of students' academic credits must be at the 600 level, excluding the thesis and APP credits. 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 that 50 clock hours of supervised practicum are required in a minimum of three different clinical settings. More than one internship in a given setting 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 responsibility 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 credits)  
(Alternate Plan Paper - 52 credits)

Required Core (45-46 credits)

CDIS 518	Seminar: Stuttering (2)
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	Seminar: Speech Sound Disorders (2)
CDIS 616	Seminar: Voice Problems (2)
CDIS 619	Adult Language Disorders (3)
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 698	Internship (1-12) May take more than one internship.

Other Electives to complete minimum

Required Research (3 credits)

CDIS 610

Required Thesis or Alternate Plan Paper

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

## COURSE DESCRIPTIONS

CDIS 502 (2) Child Language Disorders

Types and characteristics of language disorders in children.

Prerequisite: admission to major or concurrent enrollment in CDIS 503, consent of instructor, special education majors (F)

CDIS 503 (1) Child Language Disorders Lab

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

Prerequisite: admission to major, or concurrent enrollment in CDIS 502, consent of instructor, special education majors (F)

CDIS 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)

CDIS 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.

Prerequisite: CDIS 4/505 (F,S)

CDIS 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.

Prerequisite: CDIS 4/506 (F,S)

CDIS 510 (3) Neurological Bases of Speech

CDIS 516 (3) Voice & Resonance Disorders

Description, etiology, assessment, and management of voice and resonance disorders.

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Prerequisite: admission to major or consent of instructor (F)

### CDIS 517 (3) Stuttering

Description, etiology, assessment, and management of fluency disorders.

Prerequisite: admission to major, consent of instructor (S)

### CDIS 518 (2) Seminar: Stuttering

Advances in basic research and practices.

Prerequisite: CDIS 417 (F)

### CDIS 520 (3) Seminar: Advanced Audiology

Seminar in audition and advanced audiologist concepts for the speech/language pathologist.

Prerequisite: admission to major, consent of instruction (F)

### CDIS 521 (3) Aural Rehabilitation

Habilitative audiology and the instruction of the hearing-impaired, including hearing aids, speech reading, and auditory training.

Prerequisite: admission to major or consent of instructor (V)

### CDIS 522 (2) Clinic Practicum: Audiology

Clinical practice with hearing-handicapped children and adults.

Prerequisite: admission to major; CDIS 301, 421; GPA 2.8 in major (F,S)

### CDIS 523 (2) Educational Audiology

Management of hearing impaired children in school settings.

Prerequisite: admission to major or consent of instructor Variable

### CDIS 524 (1) Overview of Dysphagia

### CDIS 526 (1) Advanced Diagnosis and Treatment of Dysphagia

### CDIS 531 (1) Orientation Lab

Supervised observation of the diagnostic and remedial management of speech and language disorders.

Prerequisite: admission to major plus concurrent enrollment in 4/534 (S)

### CDIS 534 (2) Orient to Clinical Practicum

Procedures and operation of the clinical program in communication disorders.

Prerequisite: admission to major plus concurrent enrollment in CDIS 4/531 (S)

### CDIS 535 (3) Augmentative Communication

### CDIS 538 (3) Speech Sound Disorders

Description, etiology, assessment, and management of speech sound problems.

Prerequisite: Admission to major or consent of instructor plus concurrent enrollment in CDIS 4/539 (Speech Sound Lab) (F)

### CDIS 540 (2) Organization & Management of Clinical Speech Programs

Delivery of clinical services in schools, hospitals, rehabilitation centers, and other settings.

Prerequisite: concurrent enrollment in CDIS 555 Supervising Paraprofessionals (F)

### CDIS 544 (3) Appraisal & Diagnosis

Tests, measures, procedures, and processes for the evaluation and diagnosis of speech and language.

Prerequisite: admission to major or consent of instructor (S)

### CDIS 545 (1) Grand Rounds-Foundation

Observation of clinical case studies. (V)

### CDIS 546 (2) Grand Rounds-Presentation

Presentation of clinical case studies.

(V)

### CDIS 555 (1) Supervising Paraprofessionals

Advances in basic practices of paraprofessionals.

Prerequisite: concurrent enrollment in CDIS 540 (F)

### CDIS 569 (2-3) Hearing Disorders

### CDIS 577 (2) Augmentative and Alternative Communication

Explains and demonstrates the use of augmentative and alternative communication in the acquisition of knowledge about human communication disorders. (S)

### CDIS 610 (4) Research and Information Technology in Communication Disorders

Strategies for identifying, designing, and critiquing research and professional information from classic and evidence-based practice perspectives.

(F)

### CDIS 611 (3) Craniofacial Anomalies

### CDIS 612 (5) Child Language Assessment & Therapy

### CDIS 613 (3) Naturalistic Eval Child

Non-standardized, informal assessment techniques of children's language disorders.

Prerequisite: CDIS 402 (S)

### CDIS 614 (3) Language Therapy Children

Remedial procedures and intervention programs for language impaired children.

Prerequisite: CDIS 402 (S)

### CDIS 615 (2) Sem: Speech Sound Disorder

Advances in basic research and practices as they pertain to speech sound problems.

Prerequisite: CDIS 438 (S)

### CDIS 616 (2) Sem: Voice Problems

Advances in basic research and practice related to voice and resonance problems.

Prerequisite: CDIS 416 (S)

### CDIS 619 (3) Adult Language Disorders

### CDIS 621 (3) Motor Speech Disorders

Apraxia and dysarthria of speech and dysphagia. Causes, assessment, and management.

Prerequisite: CDIS 410 (S)

### CDIS 675 (1-3) Sem: Selected Topics

Course content varies among speech disorders topics with each offering.

(V)

### CDIS 677 (1-6) Individual Study

Advanced individual study in a specific area. All terms

### CDIS 688 (3) Multicultural Issues in Speech, Hearing and Rehabilitation Services

### CDIS 691 (1-6) Inservice

### CDIS 692 (3) Dysphagia

Description, etiology, assessment, and treatment of swallowing disorders across the life span. Bedside and instrumental techniques for the study of swallowing are presented.

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

### CDIS 695 (2) Clinic Prac: Comm Disord

Supervised delivery of clinical services.

Prerequisite: admission to graduate program and 25 hours of observation

### CDIS 698 (1-12) Internship

Prerequisite: CDIS 692 and a minimum of 25 clinical hours.

### CDIS 699 (3) Thesis

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