Program-Specific Requirements

- Personal Fitness Statement (form is online with graduate application materials)
- official GRE scores taken within the last 5 years;
- two letters of recommendation;
- statement of purpose (covering your long range goals in the profession, a summary paragraph of a research-based article in your area of interest, a brief description of what distinguishes you from other highly qualified applicants, and your experience with individual(s) with special needs)
- Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, OR a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement in order to be considered for admission.
  - A minimum score of 550 for the paper-based TOEFL, 80 for the internet-based TOEFL, 6.5 for the IELTS 53 for the PTE. If scores are more than two years old you may be required to retake the TOEFL, IELTS, or PTE exam.
- The program may conduct applicant interviews.

Degree Requirements

- In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. (Council of Academic Programs in Communication and Sciences and Disorders, 2007).
- Candidates must complete a speech-language-hearing screen within the first 30 days of enrollment.
- Academic integrity is expected for all interactions and requirements. This includes, but is not limited to: original work on exams, accountability and completion of requirements, maintenance of confidentiality for individuals and class discussions when appropriate, and accurate citation for original work. Plagiarism will result in an automatic failing grade for the assignment. Please refer to the UNO Academic Integrity Policy for more specific descriptions of academic integrity violations.
  - The Praxis I - CORE Academic Skills for Educators test must be successfully passed per NDE requirements within the first 30 days of enrollment or the student will be prohibited from registering for classes. Scores must be sent to UNO directly from ETS, using code RA6420. If there is no Praxis I score, the student will be on a provisional admission for one semester until they successfully complete the Praxis I.
  - A background check and Nebraska Adult and Child Abuse & Neglect Registry Release must be successfully completed prior to enrollment and prior to each externship.
  - Each candidate must take the Praxis II - Subject Assessment test. Scores must be submitted prior to applying for graduation. Scores must be sent to UNO directly from ETS, using code RA0174.

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Speech-Language Pathology Intervention Policy for Content and Clinicals

Every course/clinic assignment in the speech-language pathology program is connected to the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) along with the Council on Academic Accreditation Standards (CAA). CFCC and CAA standards are found in each course syllabus and must be successfully met for the course to count toward certification by the American Speech-Language-Hearing Association (ASHA). Please refer to ASHA’s website for more information on CFCC and CAA standards (links below).

2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology

Academic Accreditation Standards for Graduate Programs

An intervention is required for any grade below a ‘B’ on any class requirements. Individual arrangements will be made, in writing, for the intervention. The first score given by the instructor will be retained for course grading, while the intervention assignment will be used to meet the CFCC/CAA competencies.

If a student’s overall grade for the course is below a ‘B,’ intervention assignments MUST have been completed to the satisfaction of the instructor or the student must retake the class. If the student does successfully complete the intervention, the course grade of ‘B-’ or lower will be counted towards the student’s graduation, provided the student is still meeting the program’s overall Quality of Work standards.

When a graduate student requires more than two (2) interventions on assignments across all courses in a given semester, an Action Plan that rigorously evaluates student performance and identify strategies for improvement will be implemented by the student and the faculty member(s) involved.

When a graduate student requires more than 2 interventions within the same course in a semester, the student’s final grade in the course will be lowered by one letter grade.

CDIS 8240 LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN (3 credits)

This course focuses on the relationship between spoken and written language and its role in language-based learning disabilities in school-age students. It addresses the characteristics of language and reading impairments; the subtypes of these disorders including dyslexia; and the different diagnostic strategies, assessment tools, and intervention approaches used with them. Various models of language and reading as they relate to development and disorders will be reviewed.

Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology and a course in later (school age) language development. Not open to non-degree graduate students.

CDIS 8396 HEARING SCIENCE (3 credits)

This course is designed for undergraduate majors in speech-language pathology and audiology and for graduate candidates in education of the deaf/hard of hearing. The course will include basic terminology, anatomy and physiology of the hearing mechanism, acoustics and physics of sound, the processes of human hearing, elements of basic hearing measurements, psychophysics. This course will prepare speech-language pathology candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. (Cross-listed with CDIS 4390).

Prerequisite(s)/Corequisite(s): Admission to Graduate College
**CDIS 8410 MOTOR SPEECH DISORDERS (3 credits)**
This course is designed to integrate background information from neurophysiology related to motor speech disorders (MSD). The term motor speech disorders refers to speech deficits and differences resulting from injury to the human nervous system. This course will focus on acquired movement-based disorders of speech production that impact one or more of the following subsystems of speech: respiration, phonation, resonation, and/or articulation, including the dysarthrias and apraxia of speech. This course will entail clinical description and characteristics of the impairments as well as on the psychosocial changes in life activities and participation of individuals who live with MSD.

Prerequisite(s)/Corequisite(s): SPED 4470/CDIS 4470 or SPED 8470/CDIS 8470 or equivalent; graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.

**CDIS 8420 VOICE DISORDERS (3 credits)**
The purpose of this course is to provide candidates the opportunity to study the disorders of voice in depth so that they are able to effectively orchestrate caseloads including this disorder type. Voice disorders of both organic and functional etiology will be studied. Candidates will have opportunities to conduct instrumental voice evaluation techniques. The disorders will be discussed to cover the range of topics including etiology, symptomology, assessment and diagnosis, prognosis, and treatment, both medical and non-medical.

Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.

**CDIS 8430 FLUENCY DISORDERS (3 credits)**
This course examines the types and causes of rate, rhythm, and stress pattern differences as they relate to child, adolescent, and adult fluency disorders. Theory, current research, and contemporary practice information will constitute the foundation within which to address issues of identification, general assessment, differential assessment, prescription, and the implementation and evaluation of treatment strategies. The course is intended for graduate students in speech-language pathology.

Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.

**CDIS 8440 APHASIA & RELATED LANGUAGE DISORDERS (3 credits)**
This course is designed to integrate background information from neurophysiology to aphasia and related disorders such as right hemisphere syndrome, traumatic brain injury (TBI), and dementia. The term aphasia refers to linguistic deficits and differences resulting from injury to the human nervous system. This course will focus on acquired cognitive and linguistic-based disorders of the human communication system. This course will entail clinical description and characteristics of the impairments as well as on the psychosocial changes in life activities and participation of individuals who live with aphasia and/or related disorders.

Prerequisite(s)/Corequisite(s): SPED 4470/SPED 8470, CDIS 4470/CDIS 8470 or equival; grad standing in SLP. Grad SLPs without SPED 4470/CDIS 4470 can concurrently enroll in SPED 4470/SPED 8470 or CDIS 4470/CDIS 8470 with advisor permission. Not open to non-degree graduate students.

**CDIS 8470 NEUROPHYSIOLOGY OF SPEECH AND LANGUAGE (3 credits)**
The purpose of this course is to provide speech-language pathology graduate candidates an introduction to human neuroanatomy and neurophysiology of the speech, language and hearing mechanisms, across the lifespan. Emphasis is placed on developing an understanding of the neurophysiological underpinnings of human communication and its disorders. Ultimately, the course will prepare speech-language pathology graduate candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.

Prerequisite(s)/Corequisite(s): Graduate Standing Speech-Language Pathology Majors Only. Not open to non-degree graduate students.

**CDIS 8486 RESEARCH METHODS IN COMMUNICATION DISORDERS (3 credits)**
This course will provide candidates with an introductory set of skills to interpret and evaluate research in communication disorders and closely related fields. In addition, this course will provide candidates with basic knowledge regarding research designs and analyses commonly used in communication disorders and related fields. The content addressed in this course will prepare candidates to judiciously evaluate evidence-based practice and apply the scientific method to clinical decision-making. It offers an opportunity to cultivate critical thinking skills imperative to becoming dedicated practitioners, reflective scholars, and responsible citizens who can adeptly meet the ever-evolving challenges of their profession.

Prerequisite(s)/Corequisite(s): This course is designed for graduate and undergraduate students majoring in speech-language pathology and is a required course for speech-language pathology candidates.

**CDIS 8500 BASIC CLINICAL PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY (2 credits)**
These courses are designed to provide the speech-language pathology candidate clinicians with diverse clinical experiences prior to full-semester clinical externships in the educational, and medical settings.

**CDIS 8510 EDUCATIONAL EXTERNSHIP IN COMMUNICATION DISORDERS (4 credits)**
This course is designed to provide the speech-language pathology candidate with experiences of a clinical nature in educational settings. The purpose of the course is to advance the candidate's skills in the evaluation and management of communication and swallowing disorders.

Prerequisite(s)/Corequisite(s): Successful completion of ‘Foundation Block’ (CDIS 4550/8550; SPED 8030, 8120 or equivalent) and three semesters of SPED 8500/CDIS 8500 unless otherwise indicated. Permission required. Not open to non-degree graduate students.

**CDIS 8520 MEDICAL EXTERNSHIP IN COMMUNICATION DISORDERS (4 credits)**
This course is designed to provide the speech-language candidate with experiences of a clinical nature in medical settings. The purpose is to advance the candidates skills in the evaluation and management of communication and swallowing disorders.

Prerequisite(s)/Corequisite(s): Three semesters of SPED 8500/CDIS 8500 unless otherwise indicated plus permission. Not open to non-degree students.

**CDIS 8530 SEMINAR IN SPEECH-LANGUAGE PATHOLOGY (3 credits)**
This course is designed to provide intensive discussion of research or problems of current professional interest based on current literature in speech-language pathology. This course will prepare candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.

Prerequisite(s)/Corequisite(s): Graduate standing

**CDIS 8540 AUTISM SPECTRUM DISORDER (2 credits)**
This course is designed to familiarize candidates with the features of, and interventions for, individuals with autism spectrum disorder. The course will emphasize evidence-based practices when utilizing various methodologies for supporting social and communication skills.

Prerequisite(s)/Corequisite(s): Co-requisite: SPED 8560/CDIS 8560. Admission to the Graduate College. Not open to non-degree graduate students.

**CDIS 8556 SPECIAL NEEDS STUDENTS FROM DIVERSE COMMUNITIES (3 credits)**
The purpose of this course is to study the impact of cultural and linguistic diversity on communication, learning, and behavior. The contrast between what is considered ‘normal’ language / learning development and in the presence of culturally and linguistically diverse (CLD) P-12 students will receive special emphasis. (Cross-listed with CDIS 4550).
CDIS 8560 AUGMENTATIVE & ALTERNATIVE COMMUNICATION (2 credits)
This course is designed to introduce students to the nature and process of augmentative and alternative communication (AAC), current theories and models of AAC, basic elements of AAC systems, and contemporary AAC clinical practices and principles. Topics will be examined from educational and rehabilitation perspectives as they relate to assessment, prescription, implementation and evaluation. The course will emphasize practical solutions in AAC for children and adults using both high technology and other less-complex communication strategies. Students will explore high-tech, low-tech, and no-tech options of AAC and gain knowledge of and experience with assessment of clients for AAC needs, prescription of an appropriate level of AAC, practice with implementing various AAC systems, and on-going evaluation of the AAC system’s effectiveness with clients.
Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology program; co-requisite: SPED 8540/CDIS 8540.

CDIS 8570 DYSPHAGIA (3 credits)
This course is designed to integrate background information from neurophysiology to dysphagia. The term dysphagia refers to swallowing disorders resulting from congenital birth anomalies (i.e., cleft palate, cerebral palsy, etc.) as well as acquired injury to the central nervous system (i.e., stroke, head injury, etc.). This course will introduce candidates to bedside, radiographic, and endoscopic assessment procedures as well as direct, indirect, and medical management techniques of dysphagia. Additionally, this course will provide clinical description and characteristics of swallowing impairments as well as on the psychosocial changes in life activities and participation of individuals who live with dysphagia.
Prerequisite(s)/Corequisite(s): SPED 4470/CDIS 4470 or equivalent, graduate standing in speech-language pathology. Not open to non-degree graduate students.

CDIS 8590 EARLY INTERVENTION: BIRTH TO FIVE (3 credits)
This course is designed to provide candidates with knowledge about supporting communicative disorders in young children, and their families, within a multicultural and global framework. It will cover assumptions underlying current approaches to the evaluation and treatment in the developing child. Major emphasis will be upon the theoretical foundations of the study and treatment of communication disorders in children from birth to age five.
Prerequisite(s)/Corequisite(s): SPED 4420/CDIS 4420 or equivalent. Admission to Graduate Program in Speech-Language Pathology. Not open to non-degree graduate students.