

SPEECH-LANGUAGE PATHOLOGY, MS

Department of Special Education, College of Education, Health, and Human Sciences

Vision Statement

The mission of the Department Special Education and Communication Disorders is to prepare dedicated practitioners, reflective scholars, and responsible citizens who are unique in their ability to facilitate, design, implement, and evaluate programs for individuals with disabilities. This is accomplished by creating opportunities for the acquisition and maintenance of knowledge, skills, and dispositions as prescribed by the Council for Exceptional Children, the Council on Academic Accreditation in Audiology and Speech-Language Pathology, and state and federal regulations.

Program Contact Information

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Program Website (<http://www.unomaha.edu/college-of-education/special-education-communication-disorders/graduate/speech-language-pathology.php>)

Other Program Related Information

Program Description

The graduate program in speech-language pathology is designed to prepare speech-language pathologists for Nebraska teacher certification, state licensure, and certification by the American Speech-Language-Hearing Association.

The Master of Science (MS) program in speech-language pathology at University of Nebraska at Omaha is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (<https://caa.asha.org/>) (CAA) of the American Speech-Language-Hearing Association (<https://www.asha.org/>), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800.498.2071 or 301.296.5700.

The next CAA re-accreditation on-site review will be in 2028.

The program also is accredited by the Nebraska Department of Education and the Council for the Accreditation of Educator Preparation (CAEP).

Fast Track Program

The Department of Special Education and Communication Disorders has developed a Fast Track program for highly qualified and motivated students providing the opportunity to complete a bachelor's degree and a master's degree in an accelerated time frame. With Fast Track, students may count up to six graduate hours toward the completion of their undergraduate program as well as the graduate program.

Program Specifics:

- This program is available for undergraduate students pursuing a Bachelor of Science in Education in communication disorders desiring to pursue a MS in Speech-Language Pathology (SLP) at UNO.
- Students must submit the departmental application to be considered for the Fast Track program.
 - Complete the department application in March of the junior year (no less than 60 undergraduate hours). Application requirements are:

- Successfully completed CDIS 2420, CDIS 2550, CDIS 3450, CDIS 3460, CDIS 3370
- 3.5 undergraduate GPA
- Resume
- Statement of Purpose (Please include the following in your response: Your aptitude and motivation for graduate study in speech-language pathology; your preparation for this field of study; your viewpoint on the value of diversity, equity, and inclusion in the field of speech-language pathology; your academic plans or research interests; and why would UNO be a good intellectual fit for you?)
- If the departmental application is approved, students must complete the Fast Track Approval form and obtain all signatures and submit to the Office of Graduate Studies prior to first enrollment in a graduate course.
- Students will work with their undergraduate advisor to register for the graduate courses (for a total of six [6] graduate credit hours).
 - During the fall semester of the senior year, students will register for CDIS 8200 and CDIS 8560
 - During the spring semester of the senior year, students will register for CDIS 8500-1
- A minimum cumulative GPA of 3.0 is required for the graduate course work to remain in good standing.
- Students remain undergraduates until they meet all the requirements for the undergraduate degree and are eligible for all the rights and privileges granted undergraduate status including financial aid.
- Formal application to the graduate program is required by January 15 of the student's senior year. The application fee will be waived, the applicant must contact the Office of Graduate Studies for a fee waiver code.
 - Admission to Fast Track does not guarantee admission to the graduate program.
 - Fast Track students must successfully complete their undergraduate BS degree with a minimum cumulative GPA of 3.5 and all graduate courses with a minimum of 3.0 or better, be in good standing, and complete formal graduate admission application to be considered for full admission into the speech-language pathology graduate program.
 - The official admit term must be after the completion term of the undergraduate degree.

Admissions

General Application Requirements and Admission Criteria (<http://catalog.unomaha.edu/graduate/admission/>)

Program-Specific Requirements Application Deadlines (Fall 2024)

- Fall: January 15 for all application materials

Other Requirements

- A bachelor's degree in speech-language pathology or communication disorders; or if bachelor's degree in another field, must have completed the following undergraduate courses in communication disorders: Early Language Development CDIS 2420, Later Language Development CDIS 3460, Child Language Disorders CDIS 4750, Phonetics CDIS 3450, Articulation & Phonology CDIS 3430, Basic Audiology CDIS 3370, Aural Rehabilitation CDIS 3330, Hearing Science CDIS 3390, Intro to Professional Practice CDIS 4490, Principles of Intervention CDIS 4500, Anatomy & Physiology CDIS 2380, Neurophysiology CDIS 4470, Research Methods CDIS 4480, and a chemistry or physics, statistics, biological sciences (e.g., biology, human anatomy or physiology), social/behavioral sciences (e.g., psychology, sociology, anthropology or public health) courses.

- **English Language Proficiency:** 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 (<https://www.unomaha.edu/graduate-studies/prospective-students/Proof%20of%20English%20Proficiency-%20International.pdf>), must meet the minimum language proficiency score requirement in order to be considered for admission.
 - Internet-based TOEFL: 80, IELTS: 6.5, PTE: 53, Duolingo: 110
- **Statement of Purpose:** Address the following (not to exceed two pages):
 - Please describe your aptitude and motivation for graduate study in speech-language pathology.
 - Your preparation for this field of study.
 - Your view point on the value of diversity, equity, and inclusion in the field of speech-language pathology.
 - Your academic plans or research interests.
 - Why would UNO be a good intellectual fit for you?
- **Letters of Recommendation:** Two letters from references who are familiar with your strengths and weaknesses in respect to academic work, and motivation to complete a graduate degree in speech-language pathology, and are competent to judge your probability of success in graduate school.
- **Resume**
- The program may conduct applicant interviews.

Degree Requirements

- In addition to satisfactory academic and clinical aptitude, candidates are expected to demonstrate Essential Skills and Abilities. These skills include academic and non-academic components necessary for graduate study and professional practice. Candidates must demonstrate skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These essential skills enable candidates to meet graduate and professional requirements as measured by state licensure and national certification. Candidates will review the Essential Skills and Abilities during orientation, mid-term of first semester and then on an as needed basis. (Council of Academic Programs in Communication and Sciences and Disorders, 2007).
- Candidates must successfully complete the following within the **first 30 days** of enrollment:
 - The Praxis I-CORE Academic Skills for Educators test per NDE requirements. Scores must be sent to UNO directly from ETS, using code RA6420.
 - A background check and Nebraska Adult and Child Abuse & Neglect Registry Release prior to enrollment and prior to each clinical field placement (externship). The background check must be conducted in the time frame and by the vendor determined by the College of Education, Health, and Human Sciences. The candidate is responsible for the costs associated.
 - A ten-panel drug screen prior to medical clinical field placement (externship). The drug screen must be completed in the time frame established by the program and results must be submitted directly to the program. The candidate is responsible for the costs associated.
- 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.

- 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.

Code	Title	Credits
Required Courses		
CDIS 8200	ADVANCED STUDY OF PEDIATRIC SPEECH SOUND DISORDERS	2
CDIS 8240	LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN	3
CDIS 8310	ADVANCED AUDIOLOGY FOR THE SPEECH-LANGUAGE PATHOLOGIST	1
CDIS 8410	MOTOR SPEECH DISORDERS	3
CDIS 8420	VOICE DISORDERS	3
CDIS 8430	FLUENCY DISORDERS	3
CDIS 8440	APHASIA	3
CDIS 8460	COGNITIVE-LINGUISTIC DISORDERS RELATED TO DEMENTIA	1
CDIS 8490	COGNITIVE-COMMUNICATION DISORDERS RELATED TO RIGHT HEMISPHERE BRAIN DAMAGE & TRAUMATIC BRAIN INJURY	2
CDIS 8500	BASIC CLINICAL PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY ¹	6
CDIS 8510	EDUCATIONAL EXTERNSHIP IN COMMUNICATION DISORDERS ⁴	4
CDIS 8520	MEDICAL EXTERNSHIP IN COMMUNICATION DISORDERS ⁴	4
CDIS 8540	AUTISM SPECTRUM DISORDER	2
CDIS 8560	AUGMENTATIVE & ALTERNATIVE COMMUNICATION	2
CDIS 8570	DYSPHAGIA	3
CDIS 8590	EARLY INTERVENTION: BIRTH TO FIVE	2
Electives		
	Student, in consultation with an advisor, will select an elective. The 3 hours of elective credit will be waived if the thesis option is chosen. The following list is a sampling of recommended electives:	3
SPED 8016	MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS	
SPED 8030	TEACHING STUDENTS WITH EXCEPTIONALITIES	
SPED 8120	HIGH INCIDENCE DISABILITIES	
SPED 8250	LITERACY ASSESSMENT AND INTERVENTIONS FOR STUDENTS WITH DISABILITIES	
CDIS 8680	SPEECH-LANGUAGE GLOBAL INTERPROFESSIONAL CLINICAL EXPERIENCE	
SPED 8656	TRANSITION PLANNING	
SPED 8980/ TED 8850	PROFESSIONAL COLLABORATION	
CDIS 8556	SPECIAL NEEDS STUDENTS FROM DIVERSE COMMUNITIES	
SPED 8970	INSTRUCTIONAL STRATEGIES	
SPED 8820	CHARACTERISTICS OF EMOTIONAL AND BEHAVIORAL DISORDERS	
SPED 8900	SPECIAL EDUCATION LAW	
GERO/PSYC 8476	MENTAL HEALTH AND AGING	

GERO 8506	LEGAL ASPECTS OF AGING
GERO 8676	PROGRAMS AND SERVICES FOR OLDER ADULTS
GERO 8696/ SOWK 8046	AGING AND DIVERSITY

Total Credits **47**

- ¹ CDIS 8500 (register three times)
- ² CDIS 8510 (Schools). Placements for this practicum is made as space permits.
- ³ CDIS 8520 (Hospitals; Rehabilitation Centers). Placements for this practicum is made as space permits.
- ⁴ CDIS 8510 and CDIS 8520 each will be taken once for four credit hours each. Students must earn a grade of "B" or better in each of these courses, as students may not retake either course. Failure to achieve a grade of "B" or better in either course will result in automatic dismissal from the program. Withdrawal from 8510 or 8520 is contingent upon written permission of the advisor and current grade of B or better at the time of requested withdrawal. These varied practica are designed to provide the candidate with a wide range of clinical experiences with individuals across the age span, cultural backgrounds, cognitive levels, and disability categories.

****All student clinicians need to earn a B or higher in order to pass externships. Externships may not be retaken.**

Exit Requirements

- **Complete a minimum of 400 clinical clock hours.**
- **Successfully complete the Clinical Cumulative Evaluation.**
- **Completion of the Praxis II exam.**

Non-Thesis Option

- **Successfully complete the comprehensive exam.**

Thesis Option

- **Complete 6 credit hours of SPED 8990**

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

2017 Council on Academic Accreditation Standards for Graduate Programs

Graduate Intervention Policy (<https://www.unomaha.edu/college-of-education-health-and-human-sciences/special-education-communication-disorders/graduate/slp-intervention-policy.pdf>)

Essential Skills and Abilities

CDIS 8200 ADVANCED STUDY OF PEDIATRIC SPEECH SOUND DISORDERS (2 credits)

The purpose of this course is to expand student understanding and application of clinical practices for pediatric speech sound disorders with varying etiologies by building on concepts related to identification, assessment, and treatment introduced at the undergraduate level. Students will learn and apply relevant, theory-driven, and evidence-based practices related to pediatric speech sound disorder management. Assessment and treatment practices will be discussed along with their basis in theoretical perspectives related to motor learning, linguistics, and psycholinguistics. Speech production characteristics associated with cleft palate, childhood dysarthria, and childhood apraxia of speech will be discussed. Students will also address the speech-language pathologist's role in determining speech sound production differences relative to cultural-linguistic diversity and dialectical variations as well as navigate ethical considerations related to clinical decision making.

Prerequisite(s): Graduate standing in Speech-Language Pathology

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

CDIS 8310 ADVANCED AUDIOLOGY FOR THE SPEECH-LANGUAGE PATHOLOGIST (1 credit)

The purposes of Advanced Audiology for Speech-Language Pathologists are to ensure all graduate candidates possess fundamental knowledge in the area of audiology and aural rehabilitation. Candidates will competently complete basic audiological screening, and be competent in reading audiological evaluations, understanding and discussing types of hearing loss, and amplification. Instruction will introduce auditory skills, language development for children who are Deaf/hard-of-hearing, and aural rehabilitation programs for children and adults. Topics related to hearing loss including educational considerations and the Deaf culture will be covered. The course will also provide hands-on experiences with audiology-related and aural rehabilitation tasks a speech-language pathologist will encounter in a real-life work setting. These practical experiences will prepare students for encounters they will have in any work setting as a speech-language pathologist.

Prerequisite(s): Graduate standing in speech-language pathology

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): 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, resonance, 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): 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): 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): Graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.

CDIS 8440 APHASIA (3 credits)

The purpose of this course is to provide the requisite knowledge and prepare future clinicians to assess, diagnose, and treat acquired language disorders associated with focal lesions as well degenerative processes to the left hemisphere. Following the World Health Organization - International Classification of Functioning, Disability and Health, known more commonly as ICF (WHO-ICF) framework, students will learn assessment, differential diagnosis as well as management of the aphasia syndromes and primary progressive aphasias. The course is designed to help future clinicians understand the theoretical bases and etiologies of acquired language disorders, the principles and best practices for assessment and intervention. After completing this course, students will understand how to evaluate different types and severities of aphasia and develop goals and plans for intervention based on individual assessment.

Prerequisite(s): Admission to the Speech-Language Pathology Graduate Program AND CDIS 8470/4470 (Neurophysiology). Not open to non-degree graduate students.

CDIS 8460 COGNITIVE-LINGUISTIC DISORDERS RELATED TO DEMENTIA (1 credit)

The purpose of this course is to provide the requisite knowledge and prepare future clinicians to assess, diagnose, and treat individuals with cognitive-linguistic impairments due to dementia, a general term for loss of memory, language, problem-solving and other thinking abilities that are severe enough to interfere with daily life. Following the World Health Organization - International Classification of Functioning, Disability and Health, known more commonly as ICF (WHO-ICF) framework, students will learn assessment, differential diagnosis as well as management of mild cognitive impairment as well as the different types of dementia. The course is designed to help future clinicians understand the theoretical bases and etiologies of neurocognitive degenerative disorders, the principles and best practices for assessment and intervention. After completing this course, students will understand how to evaluate different types and severities of dementia and develop goals and plans for intervention based on individual assessment.

Prerequisite(s): Admission to the Speech-Language Pathology Graduate Program AND CDIS 8470/4470 (Neurophysiology).

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): Graduate Standing Speech-Language Pathology Majors in the CDIS 4380 or equivalency. 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): 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 8490 COGNITIVE-COMMUNICATION DISORDERS RELATED TO RIGHT HEMISPHERE BRAIN DAMAGE & TRAUMATIC BRAIN INJURY (2 credits)

The purpose of this course is to provide the requisite knowledge and prepare future clinicians to assess, diagnose, and treat individuals with cognitive-communication impairments due to right hemisphere brain damage (RHD) and traumatic brain injury (TBI). Following the World Health Organization - International Classification of Functioning, Disability and Health, known more commonly as ICF (WHO-ICF) framework, students will learn assessment, differential diagnosis as well as management of cognitive-communication disorders related to right hemisphere damage and traumatic brain injury. The course is designed to help future clinicians understand the theoretical bases, etiologies, and the principles and best practices for assessment and intervention.

Prerequisite(s): Neurophysiology, CDIS 8470/4470 and Aphasia, CDIS 8440

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.

Prerequisite(s): Graduate standing in Speech-Language Pathology Program, completed any previous semester of 8500 with a B or above, currently maintain at least a 3.0 GPA overall. Permission from program faculty. Not open to non-degree graduate students.

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): Successful completion of "Foundation Block" (CDIS 4550/8556; 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): 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): 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): Co-requisite: 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.

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): Graduate standing in Speech-Language Pathology program

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): 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 (2 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.

Prerequisite(s): CDIS 4420 or equivalent. Admission to Graduate Program in Speech-Language Pathology. Not open to non-degree graduate students.

CDIS 8680 SPEECH-LANGUAGE GLOBAL INTERPROFESSIONAL CLINICAL EXPERIENCE (3 credits)

The purpose of this course is to help students develop cultural competency and a practice of cultural humility in providing culturally responsive care. Students will expand their knowledge and skills through cross-cultural experiences focusing on the aspects of speech language therapy treatment. A major focus of the class will be exploration of the role of speech language therapy and collaboration with other health care providers working in an underserved population. Students will engage in cultural exploration providing assessment, therapy and recommendations.

Prerequisite(s): Students will apply for the course. Selected students will be given permission for the course. Not open to non-degree graduate students.