



MINNESOTA STATE
UNIVERSITY
M A N K A T O

Communication Disorders

Programs of Study

Bachelor's Degree

Master's Degree

Minor

Revised: May 2016

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A TRADITION OF ACADEMIC ACHIEVEMENT AND SERVICE

The Minnesota State University, Mankato (MSU) program in Communication Disorders had its beginnings in 1953 with the first course offerings through the Department of Special Education. In 1959, the program faculty offices, the Speech and Hearing Clinic, the Speech Laboratory, and the classrooms were moved to Armstrong Hall on the new Highland Campus and became a part of the Speech and Theater Arts Department. The program has remained in Armstrong Hall to the present day. In 1976, the program became the Speech Pathology Department, a separate department within the College of Health and Human Performance. Subsequently, the name of the department was changed to the Department of Communication Disorders and the name of the College was changed to the College of Allied Health and Nursing. In 1998, the Department of Communication Disorders merged with the Department of Rehabilitation Counseling. The merged department was renamed the Department of Speech, Hearing, and Rehabilitation Services (SHRS). The new department offers four degrees: a B.S. or B.A. in Communication Disorders, a M.S. in Communication Disorders, and a M.S. in Rehabilitation Counseling.

In 1983, the Speech-Language Pathology and Audiology Clinics became affiliated with the Key City Sertoma Club of Mankato. The affiliation allows access to Sertoma Foundation Programs of Sertoma International. Sertoma is a service organization providing support for individuals with communication and other disabilities. The local Key City Club provides financial support to the clinic service program and Sertoma International sponsors matching grants for service projects and scholarship support for faculty and staff in continuing education.

Many of the program's hundreds of alumni have enjoyed careers in academia, as well as careers in schools, rehabilitation centers, private practice, medical centers, and hospitals. The department is based on a foundation of academic excellence and clinical competence in serving individuals with communicative disorders.

DEPARTMENT OVERVIEW

At MSU, the Communication Disorders Program is housed in the College of Allied Health and Nursing and is a division of the College of Graduate Studies. Both undergraduate and graduate degrees are offered. The undergraduate degree is offered as the Bachelor of Science degree (B.S.) or the Bachelor of Arts degree (B.A.), and the graduate degree is the Master of Science degree (M.S.). The M.S. has been offered since 1970. Minnesota State University, Mankato's CDIS program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Preparation in Communication Disorders entails both undergraduate and graduate coursework and clinical practicum experiences. The program of study at MSU is designed to meet all of the requirements for the Certificate of Clinical Competence (CCC) issued by ASHA. Attainment of this certification is intended to assure that the individual is fully prepared as a speech-language pathologist. Such preparation also meets or exceeds the speech pathology requirements for teacher licensure and Department of Health licensure in Minnesota.

The undergraduate curriculum in Communication Disorders is pre-professional, provides preparation for graduate study in Communication Disorders, and leads to the Bachelor of Science or Arts degree in Communication Disorders. It should be noted that a Master's degree is the entry-level degree for speech-language pathologists. Employment as a speech-language pathologist with a Bachelor's degree is no longer possible. The undergraduate degree in Communication Disorders also offers specialized courses and practicums for those pursuing a career in audiology. The entry-level degree for audiologists is either a clinical doctorate (Au.D.) or a Ph.D.

The SLP graduate course of study begins in the Fall Semester of an academic year. The specific courses students must take are partially a function of their preparation at the undergraduate level of study. Students transferring from other institutions usually have little difficulty in establishing a course of study if they have already earned a B.S. or B.A. degree with a major in Communication Disorders. Students without an undergraduate degree in the discipline (i.e., transition students) can expect to take at least an additional year of study to remove deficiency areas (see page 20).

The graduate program of study, when combined with undergraduate coursework and practicum experiences, meets the academic and practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by ASHA. Below are selected standards outlining the major requirements for certification (note: many of the standards have related requirements that are also met by the curriculum). The graduate degree program focuses on the acquisition of clinical competency with a variety of specific classes focusing on disorders management and research in Communication Disorders.

ASHA STANDARDS FOR CERTIFICATION IN SPEECH-LANGUAGE PATHOLOGY

Standard I: Degree

The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and complete in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

The CDIS program at MSU, Mankato is accredited by the CAA.

Standard III: Program of Study

The applicant for certification must complete a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

The CDIS graduate program at MSU, Mankato requires completion of a minimum of 53 credits (APP plan) or 54 credits (Thesis plan).

Standard IV: Knowledge Outcomes

Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorder and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and Resonance (including respiration and phonation)
- Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing
- Hearing (including the impact on speech and language)
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and orofacial myology)
- Cognitive Aspects of Communication (attention, memory, sequencing, problem-solving, and executive functioning)
- Social Aspects of Communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and Alternative Communication Modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration for research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedure, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measureable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the planning process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
 - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Standard VII-A: Clinical Fellowship Experience

The clinical fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

ACCREDITATION

The Masters of Science education program in speech-language pathology at Minnesota State University, Mankato is accredited by the council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).

ASHA National Office
2200 Research Boulevard
Rockville, Maryland 20850-3289
Members: (800) 498-2071
Non-Members: (800) 638-8255

UNDERGRADUATE ADMISSION AND PROTOCOL

The CDIS department has designed four **CORE** courses that must be taken prior to admission to the department. Generally these courses are offered only in the fall semester* and are designed for students that are currently juniors in their academic career.

Students may be admitted to the program upon completion of the following core courses:

- **Speech and Language Development** **CDIS 312**
- **Phonetics** **CDIS 392**
- **Applied Anatomy and Physiology** **CDIS 394**
- **Speech and Hearing Science** **CDIS 322**

Students must maintain a 3.00 GPA or better in these courses and **no more than** one final grade of “C” across these courses (**a grade of “C” must be re-taken for a grade of “B” or better at some point before finishing the program**).

The required GPA is calculated using unshaded grades.

Upon completion of the above stated requirements, and with the approval of their advisor, students can obtain unconditional admission to the program. Students are asked to then provide the department administrative assistant with their tech id number and proof of advisor approval.

Prior to completion of the four courses, students may be *temporarily* admitted to the program with the consent of their advisors.

*Some of the CORE courses may be offered in the summer. Check with the department to determine whether the course is going to be offered in a summer session.

UNDERGRADUATE CURRICULUM

ASHA Certification Standards

All students are expected to fulfill general education coursework. See the current Minnesota State University-Mankato Undergraduate Bulletin for details. MSU Gen. Ed. courses can also be used to fulfill ASHA certification (Standard IV: Knowledge Outcomes IV-A).

As an option, they can be taken for P/N if allowed by the department offering the course.

In the process of earning General Education credits, students should note that **at least one** college level course is needed for ASHA certification (Standard IV-A) in each of the following areas:

- Biological Science
- Physical Science
- Social/Behavioral Science
- Statistics

Standards for Certification in Speech-Language Pathology

Standard IV: Knowledge Outcomes IV-A

Statistics- Choose one course from the following statistic courses.

Course #	Title of Course	Credits	Gen. Ed. Category #	Cultural Diversity (✓)	Writing Intensive (✓)
ECON 207	Business Statistics (pre req Math 112)	4	2,4		
PSYC 201	Statistics for Psychology (pre req Math 112)	4			
SOC 202	Introductory Social Statistics	4	4		
STAT 154	Elementary Statistics	3	4		
HLTH 475	Biostatistics (pre req MA 110)	3			

Biological Sciences- Choose one from the following biological science courses.

Course #	Title of Course	Credits	Gen. Ed. Category #	Cultural Diversity (✓)	Writing Intensive (✓)
BIOL 100	Our Natural World	4	3		
BIOL 102	Biology of Women	3	3		
BIOL 103W	Introduction to Biotechnology	3	1C, 3		
BIOL 105/105W	General Biology 1	4	1C, 3		
BIOL 220	Human Anatomy	4			

Physical Sciences- Choose one from the following physical science courses.

Course #	Title of Course	Credits	Gen. Ed. Category #	Cultural Diversity (✓)	Writing Intensive (✓)
CHEM 100	Chemistry in Society	4	3		
CHEM 104	Introduction to Chemistry	3	3		
CHEM 106	Chemistry of Life Processes Part 1	3	3		
CHEM 111	Chemistry of Life Processes (pre req H.S. Chem or CHEM 106)	5	2,3		
CHEM 131	Forensic Science	3	3,9		
CHEM 134	Mind Altering Substances	3	3		
PHYS 100	Cultural Physics	3	3		
PHYS 101	Introductory Physics	3	3		
PHYS 102	Physics in the World Around Us	3	3		
PHYS 105	Time, Atomic Clocks, and Relativity	3	3		

Social/Behavioral Sciences- Choose one from the following social/behavioral science courses.

Course #	Title of Course	Credits	Gen. Ed. Category #	Cultural Diversity (✓)	Writing Intensive (✓)
ANTH 250W	Portraits of Culture	4	1C, 5	✓purple	✓
PSYC 103W	Psychology Today	3	1C, 2		✓
ANTH 101	Introduction to Anthropology	3	5, 8	✓	
ANTH 240	Language and Culture	3	5, 8	✓gold	
PSYC 101	Introduction to Psychological Sciences	4	5		
PSYC 206	The Human Mind	4	5		
PSYC 230	Child Care Psychology	3		✓gold	
PSYC 240	Personal Adjustment	3			
SOC 101/101W	Introduction to Sociology	3	5, 8	✓purple	✓
SOC 150	Social Problems	3	5,7	✓purple	
SOC 402	Medical Sociology	3			
SOC 403	Sociology of Mental Health	3			

FIELD RELATED GENERAL EDUCATION COURSES

Students who need to fulfill MSU general education requirements may wish to select courses that have some pertinence to the Communication Disorders major.

The following courses may be considered for MSU general education requirements.

Course #	Title of Course	Credits	Gen. Ed. Category #	Cultural Diversity (✓)	Writing Intensive (✓)
CDIS 205	Beginning Signing	3	11		
FCS 140	Introduction to Nutrition	3	3		
GERO 200W	Family Dynamics of Aging	3	7	✓ purple	✓
HLTH 210	First Aid and CPR	3	11		
HLTH 240	Drug Education	3	5		
PHIL 110	Logic and Critical Thinking	3	2, 4		
PHIL 112	Logic of Scientific Method	3	2, 4		
PHIL 115W	Philosophy of Race, Class, and Gender	3	1C, 6, 7	✓	✓
PHIL 120W	Introduction to Ethics	3	1C, 6, 9	✓	✓
PHIL 205W	Culture, Identity, and Diversity	3	1C, 6, 8	✓ related	✓
PHIL 222W	Medical Ethics	3	6, 9	✓ related	✓
REHB 110W	Sensitivity to Disability	3	1C, 7	✓ gold	✓
CMST 100	Fundamentals of Communication	3	1B		
CMST 101W	Interpersonal Communication	4			
CMST 102	Public Speaking	3	1B		
CMST 203	Intercultural Communication	4	7, 8	✓ purple	
SOWK 180W	Social Welfare Services	3	5, 9	✓ related	✓
SOWK 255	Global Responses to Human Need	3	5, 8	✓ purple related	
IT 100	Introduction to Computing & Applications	4	9		

Speech, Hearing, and Rehabilitation Services Electives:

Course #	Title of Course	Credits	Gen. Ed. Category #	Cultural Diversity (✓)	Writing Intensive (✓)
REHB 110W	Sensitivity to Disabilities	3	1C, 7	✓ gold	✓
CDIS 205	Beginning Sign Language	3	11		
CDIS 206	Intermediate Sign Language	3			
CDIS 207	Advanced Sign Language I	3			
CDIS 208	Advanced Sign Language II	3			
CDIS 401	Hearing Disorders	3			
CDIS 404	Dimensions of Deafness	3			
CDIS 408	Seminars in Central Auditory Processing	3			

UNDERGRADUATE COURSE REQUIREMENTS FOR A MAJOR IN COMMUNICATION DISORDERS

Course #	Title of Course	Credits
201	Observation of Human Communication	3
220	Basic Audiology	3
290	Introduction to Communication Disorders	3
312	Speech and Language Development	3
322	Speech and Hearing Sciences	3
392	Phonetics	3
394	Applied Anatomy and Physiology	3
402	Child Language Disorders	2
403	Child Language Disorders Lab	1
408	Seminars in Auditory Processing	3
410	Neurological Bases of Speech	2
416	Voice and Resonance Disorders	3
421	Aural Rehabilitation	3
431	Orientation Lab	1
434	Orientation to Clinical Practicum	2
438	Speech Sound Disorders	3
444	Appraisal and Diagnosis	3
445	Grand Rounds- Foundation	1
446	Grand Rounds- Presentation	2
495	Clinical Practicum: Speech/Language Disorders	2

RECOMMENDED COURSES FOR ELECTIVES

Students often need to take elective courses to fulfill graduation credit hour requirements. Students may wish to select courses that complement the Communication Disorders major. The following courses are recommended as electives. These courses do not fulfill general education requirements.

Course #	Title of Course	Credits	Cultural Diversity (✓)
BED 120	Introduction to Business Communications (meets first 2 weeks of class, remainder online & self-paced)	3	
BIOL 324	Neurobiology (pre req. BIOL 220)	3	
CDIS 401	Hearing Disorders	3	
CDIS 404	Dimensions of Deafness	3	
CDIS 408	Seminars in Auditory Processing	3	
CDIS 490	Reading and Writing Disorders	3	
CSP 471	Interpersonal Helping Skills	3	
ENG 482	English Structures and Pedagogical Grammar	4	
ENG 484	Pedagogical Grammar & Academic English	4	
ENG 485	Language and Culture in TESL	4	
SPED 405	Individuals with Exceptional Needs	2	
HLTH 321	Medical Terminology	4	
PSYC 230	Child Care Psychology	3	
CMST 101W	Interpersonal Communication	3	✓
CMST 215	Effective Listening	2	
FCS 230	Child Care Psychology	3	
FCS 303	Working with Families	3	
FCS 400	Culturally Diverse Family Systems	3	Purple
FCS 402	Play & Child Development (<i>summer</i>)	3	
HLTH 455	Health and Aging	3	
SOC 402	Medical Sociology	3	
SOC 404	Sociology of Aging (pre req. SOC 101/101W)	3	
SPED 407	Positive Behavioral Interventions & Supports	3	

UNGERGRADUATE COURSE REQUIREMENTS FOR A MINOR IN COMMUNICATION DISORDERS

Students who wish to complete a minor in Communication Disorders complete a total of **16 credits**.

There are two required courses (**4 credits**).

The remaining **12 credits** may be chosen from the undergraduate courses listed below.

Course #	Title of Course	Credits
REQUIRED COURSES		
290	Introduction to Communication Disorders	3
445	Grand Rounds Foundation	1
SELECT A MINIMUM OF 12 CREDITS FROM BELOW		
201	Observation of Human Communication	3
220	Basic Audiology	3
312	Speech and Language Development	3
322	Speech and Hearing Sciences	3
392	Phonetics	3
394	Applied Anatomy and Physiology	3
401	Hearing Disorders	3
402	Child Language Disorders	2
403	Child Language Disorders Lab	1
404	Dimensions of Deafness	3
408	Seminars in Auditory Processing	3
410	Neurological Bases of Speech	2
416	Voice and Resonance Disorders	3
421	Aural Rehabilitation	3
490	Reading and Writing Disorders	3
444	Appraisal and Diagnosis	3

PLAN OF STUDY FOR CDIS UNDERGRADUATE MAJORS

UNDERGRADUATE 2 YEAR PLAN OF STUDY							
YEAR 1							
FALL SEMESTER- Junior Year				SPRING SEMESTER- Junior Year			
CDIS	Title	Cr.	Semester	CDIS	Title	Cr.	Semester
201	Observation of Human Communication	3	Fall/Spring/Summer	201	Observation of Human Communication	3	Fall/Spring/Summer
312	Speech & Language Development	3	Fall/Summer	220	Basic Audiology	3	
322	Speech & Hearing Science	3	Fall/Summer	290	Intro to Communication Disorders	3	Fall/Spring/Summer
392	Phonetics	3	Fall/Summer	438	Speech Sound Disorders	3	
394	Applied Anatomy & Physiology	3	Fall/Summer				

YEAR 2							
FALL SEMESTER- Senior Year				SPRING SEMESTER- Senior Year			
CDIS	Title	Cr.	Semester	CDIS	Title	Cr.	Semester
402	Child Language Disorders	2		421	Aural Rehabilitation	3	
403	Child Language Disorders Lab	1		438	Speech Sound Disorders	3	
410	Neurological Bases of Speech	2		444	Appraisal and Diagnosis	3	
416	Voice & Resonance Disorders	3		445	Grand Rounds-Foundation	1	
431	Orientation to Clinical Practicum Lab	1	Fall/Summer	446	Grand Rounds-Presentations	2	
434	Orientation to Clinical Practicum	2	Fall/Summer	495	Speech Clinical Practicum	2	

UNDERGRADUATE 3 YEAR PLAN OF STUDY

YEAR 1

FALL SEMESTER				SPRING SEMESTER			
CDIS	Title	Cr.	Semester	CDIS	Title	Cr.	Semester
201	Observation of Human Comm.	3		201	Observation of Human Comm.	3	Fall/Spring/Summer
312	Speech & Language Development	3	Fall/Summer	220	Basic Audiology	3	
322	Speech & Hearing Science	3	Fall/Summer	290	Intro to Communication Disorders	3	Fall/Spring/Summer

YEAR 2

FALL SEMESTER				SPRING SEMESTER			
CDIS	Title	Cr.	Semester	CDIS	Title	Cr.	Semester
392	Phonetics	3	Fall/Summer	438	Speech Sound Disorders	3	
394	Applied Anatomy & Physiology	3	Fall/Summer				

YEAR 3

FALL SEMESTER				SPRING SEMESTER			
CDIS	Title	Cr.	Semester	CDIS	Title	Cr.	Semester
402	Child Language Disorders	2		421	Aural Rehabilitation	3	
403	Child Language Disorders LAB	1		444	Appraisal & Diagnosis	3	
410	Neurological Bases of Speech	2		445	Grand Rounds- Foundation	1	
416	Voice & Resonance Disorders	3		446	Grand Rounds- Presentation	2	
431	Orientation to Clinical Practicum- LAB	1	Fall/Summer	495	Clinical Practicum	2	
434	Orientation to Clinical Practicum	2	Fall/Summer				

GRADUATE ADMISSION

To be admitted to the Graduate Major Program in Communication Disorders, applications must be received before February 1 for the following Fall Semester. Applications will not be processed until all five of the items listed below are received. Please note that some application materials are sent to the college of graduate studies and some are sent directly to the department (see below).

Send the following documents to:

Minnesota State University, Mankato
Office of the Dean; College of Graduate Studies
125 Wigley Administration Center
Mankato, MN 56001

1. Graduate Studies application form.
2. Two official transcripts of previous academic credit (undergraduate and graduate, if applicable).
3. Official Graduate Record Examination (GRE) scores.
Note: The College of Graduate Studies will not forward the student's application to the department for processing until the scores are received.

Send the following documents to:

Minnesota State University, Mankato
Speech, Hearing, and Rehabilitation Program- Graduate Coordinator
103 Armstrong Hall
Mankato, MN 56001

4. A letter of intent.
5. Three letters of recommendation
(MSU-Mankato students are exempt from this requirement).

No specific forms or format are required for the letters of recommendation or for the letter of intent.

Program admissions are made for the Fall Semester only, unless vacancies occur during the academic year. Students are accepted for admission on a competitive basis among other

applicants. The minimal standard for admission is a GPA of 3.0. Applicants can expect to be competing with students who have a GPA of 3.50 or better.

ADMISSION TO COMMUNICATION DISORDERS MASTER'S PROGRAM WITHOUT AN UNDERGRADUATE DEGREE IN CDIS

The following coursework must be completed or scheduled prior to consideration for graduate admission:

Normal Process Coursework		
Take all of the following courses or their equivalents prior to enrolling in 4/500 level courses.		
#	Title:	Notes:
201	Observation of Human Communication (<i>fall, spring</i>)	
220	Basic Audiology (<i>spring</i>)	
290	Intro. to Communication Disorders (<i>fall, spring</i>)	
312	Speech & Language Development (<i>fall</i>)	These four courses must be completed before enrolling in any CDIS courses at the 400 level.
322	Speech & Hearing Sciences (<i>fall</i>)	
392	Phonetics (<i>fall</i>)	
394	Applied Anatomy and Physiology (<i>fall</i>)	
Disorders Coursework		
Select three courses or their equivalents from the list below. NOTE: Additional deficiency courses may be required as part of your graduate program plan of study. If so, deficiencies would be identified on the acceptance notification.		
#	Title:	Notes:
402	Language Disorders in Children (<i>fall</i>)	Selection of these courses facilitates enrollment in practicum.
403	Language Disorders in Children- LAB (<i>fall</i>)	
410	Neurological Bases of Speech (<i>fall</i>)	
416	Voice and Resonance Disorders (<i>fall</i>)	
438	Speech Sound Disorders (<i>spring</i>)	
421	Aural Rehabilitation (<i>spring</i>)	Some of these courses are likely to be required as deficiencies in the graduate plan of study if not completed prior to application.
444	Appraisal & Diagnosis (<i>spring</i>)	
General Education Coursework		
Take one college-level course in each of the following areas (<i>see pages 11&12</i>):		
Statistics		
Biological Science		
Physical Science		
Social/Behavioral Science		

PLAN OF STUDY FOR CDIS GRADUATE MAJORS

GRADUATE PLAN OF STUDY											
YEAR 1											
FALL				SPRING				SUMMER			
CDIS	Title	Cr.	Int. Req.	CDIS	Title	Cr.	Int. Req.	CDIS	Title	Cr.	Int. Req.
522	Clinical Practicum-AUD (1 enrollment)	1	✓	522	Clinical Practicum-AUD (1 enrollment)	1	✓	540	Organization & Management	2	
610	Research in CDIS	3		613	Naturalistic Eval. of Child Language	3	✓	692	Dysphagia	3	✓
615	Seminar: Speech Sound Disorders	2	✓	614	Language Therapy with Children	3	✓	694	Alt. Plan Paper	2	
617	Stuttering	3		621	Motor Speech Disorders	3	✓	695	Clinical Practicum-SLP (2 enrollments)	1	✓
619	Adult Language Disorders	3	✓	688	Multicultural Issues	3	✓	699	Thesis	3	
695	Clinical Practicum-SLP (2 enrollments)	1	✓	695	Clinical Practicum-SLP (2 enrollments)	1	✓				

YEAR 2											
FALL				SPRING				SUMMER			
CDIS	Title	Cr.	Int. Req.	CDIS	Title	Cr.	Int. Req.	CDIS	Title	Cr.	Int. Req.
675	Medical Issues	3		577	Aug./Alt. Comm.	2	✓	694	Alt. Plan Paper	2	
694	Alt. Plan Paper	2		616	Seminar: Voice	2		698	Internship (2 enrollments)	6	
698	Internship (2 enrollments)	6		694	Alt. Plan Paper	2		699	Thesis	3	
699	Thesis	3		699	Thesis	3		Note: Completion of Thesis and Alternate Plan Paper during summer semester must be approved by advisor.			

Practicum-related notes:

Students entering the graduate program will be assigned practicums.

Practicum requires at least one rotation through the Twin Cities Aphasia Group, which is a component of the MSU Clinic.

Note: Courses where "Int. Req." is checked must be completed prior to internship.

GRADUATE DEGREE INFORMATION

The courses listed in the graduate plan of study are required of all graduate majors in Communication Disorders **unless**:

- 1) Substitute credits from other communication disorders programs accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association are accepted as transfer credits.
- 2) The student can demonstrate that the topic for a given course has been adequately covered by undergraduate coursework. In the latter case, the student may substitute a 500 level course within the department or a graduate level course from another department, with the approval of his/her advisor.

Of the graduate credits, at least 21 semester credits must be in courses concerning speech or language disorders. All programs of study require a **minimum** of two years of full-time enrollment.

Graduates should note that 50% or more of their graduate program should accrue in 600 level courses. Further, no more than 6 credits are allowed in 677, Individual Study. Students are required to file a plan of study no later than the time at which they complete their 20th graduate credit.

CRIMINAL BACKGROUND CHECKS

The graduate curriculum includes a clinical education component (i.e., internship) that requires criminal background checks on students prior to placement at internship sites. Failure to pass a criminal background check may preclude completion of the clinical education component, which is required for clinical certification.

GRADUATE THESIS VS. ALTERNATE PLAN PAPER

Students choosing the Thesis Plan or Alternate Plan Paper (APP) follow the same curriculum requirements. The only differences are that the Thesis Plan student is required to enroll for 3 credits in 699, Thesis and the Alternate Plan students enroll for 2 credits in 694. In general, the thesis project is more rigorous than the alternate plan paper. Those considering pursuing a terminal degree are advised to complete a Thesis.

COMPREHENSIVE EXAMINATION

Minnesota State University, Mankato requires that all graduate students pass a comprehensive examination. The Communication Disorders Program uses ASHA's PRAXIS examination as the comprehensive. Alternately, students may elect to request a comprehensive essay exam offered by the program. The policy for requesting the

comprehensive essay exam is available from the department secretary, chair, and/or Coordinator of Graduate Programs.

GENERAL INFORMATION

LENGTH OF PROGRAMS

Typically, an undergraduate major can be expected to complete the requirements for the B.S. degree in four academic years, beginning the major coursework in the sophomore year. All courses in the major are offered only once a year; therefore, careful planning is needed.

Ordinarily, the student who enters the Graduate Program without deficiencies may be expected to complete his/her studies in two calendar years of full-time enrollment.

CLASS SIZES

Undergraduate courses range in size from approximately 40 to 60 students, with a few exceptions. "Graduate only" course sizes range from 6 to 15.

FACILITIES

The Armstrong Hall facilities include 26 rooms housing the faculty offices, the departmental office, the Speech, Language, and Hearing Clinics, the major classroom, and the Audiology Lab & Speech Pathology Lab. The facilities include three sound attenuating booths and closed circuit TV between the clinic treatment rooms, the faculty offices, the classroom, and an observation room. Off-campus facilities at cooperating clinical sites are varied, including major medical centers, small private offices, and school settings.

HOUSING

Campus residential housing is available to students on a limited basis. Students interested in campus housing should contact the Residential Life Housing Office at the Carkoski Commons or by calling (507) 389-1011. Off-campus housing is also available nearby. Inquiry for off-campus accommodations may be found at <http://www.mnsu.edu/activities/housing/>.

FINANCIAL AID AND ONLINE ASSISTANCE

A variety of application and student financial aid resources are available at the College of Graduate Studies web site: <http://grad.mnsu.edu/gradstudies/>. These include graduate assistantships and need-based financial aid programs. Students wishing to make further inquiry should contact the College of Graduate Studies office at (507) 389-232 or contact Student Financial Services located in Centennial Student Union at (507) 389-1866. If you wish to apply for a graduate assistantship in the Communication Disorders program, contact the CDIS graduate coordinator.

FOR FURTHER INFORMATION

For persons requiring further information, please contact the director of the graduate program by writing to the Graduate Coordinator, Department of Speech, Hearing and Rehabilitation Services, Communication Disorders Program, 103 Armstrong Hall, Minnesota State University, Mankato, Mankato, MN 56001 or telephone (507) 389-1414.

DEPARTMENT WEB SITE

The department web site features information about the faculty and a variety of helpful links. The web site is located at: <http://ahn.mnsu.edu/cd/>.

STUDENT COMPLAINT PROCEDURE

As part of the program's accreditation by the ASHA Council on Academic Accreditation, the Communication Disorders program is required to maintain a student complaint process.

Students who wish to resolve a complaint are directed to follow the CDIS student complaint procedure that is illustrated on the following flow chart.

As an initial step, the student should determine with whom the complaint should be discussed first. The student should judge whether the issue is related to clinic, an individual course, or whether it is a program-related issue.

Clinical Issues:

These may include, but are not limited to, client assignments, supervision problems, clock hour issues, clinic paperwork, etc.

Course Issues:

These may include, but are not limited to, class assignments, tests, grades, availability of instructor, etc. Please note: If a student complaint involves grades, and a satisfactory outcome does not result from communication with the course instructor, the student is advised to follow the university procedure for grade appeal which is outlined in each course schedule book.

CDIS Program Issues:

These may include, but are not limited to, admission decisions, removal from the program, curricular requirements, problems with the physical facilities, etc.

Complaints of another nature may be covered by other university policies, including discrimination and harassment, which are outlined in the Graduate and Undergraduate Bulletins.

CDIS Students have the right to file a complaint with the ASHA Council on Academic Accreditation (CAA). The CAA can be reached at (800)-498-2071. Should you wish to file a complaint, the contact information for the CAA is listed below.

The Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310

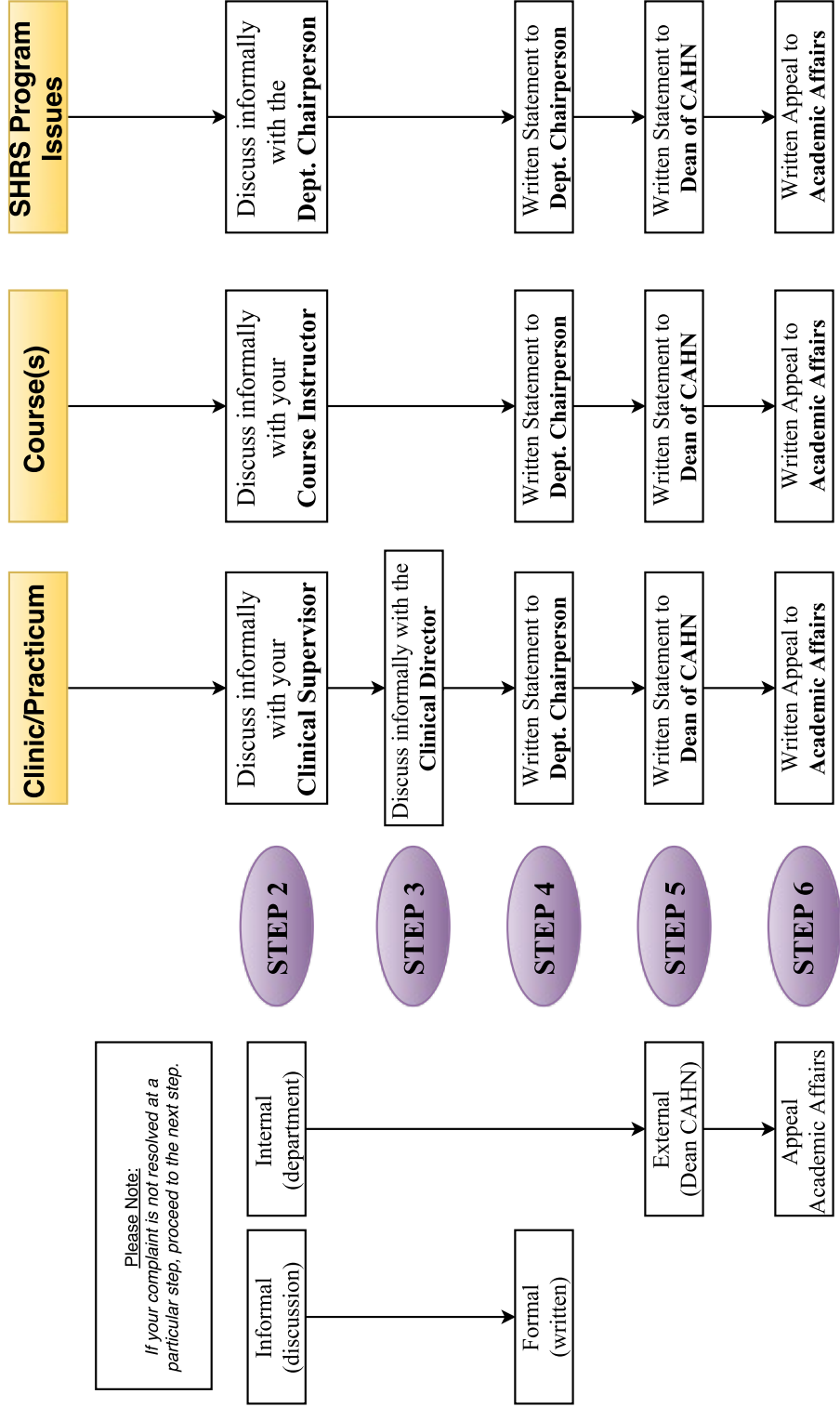
Rockville, MD 20850
accreditation@asha.org

SHRS STUDENT COMPLAINT PROCEDURE

STEP 1

Determine with whom the complaint should be discussed first.
 (Note: Individuals may choose to keep records of your complaint for purposes of documentation.)
 If the problem involves:

STEP 1



LONG-TERM STRATEGIC PLAN

University Mission Statement

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region, and the global community.

Dissemination of Plan & Results

The program's web site will include the program's long-term strategy and results of regular assessment.

Policy on Equitable Treatment

As a member of the university community, the Communication Disorders program adheres to the following university policy on non-discrimination:

Minnesota State Colleges and Universities is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation.