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Communication Disorders

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DEPARTMENTAL HISTORIES

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1883-1983



COMMUNICATION DISORDERS

By Dean C. Engel

A HISTORY OF THE DEPARTMENT OF
COMMUNICATION DISORDERS AT THE
UNIVERSITY OF NORTH DAKOTA

1949-1982

by
Dean C. Engel

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The Present Status of the Department of Communication Disorders

The UND Department of Communication Disorders, located in Montgomery Hall, has an enrollment of approximately seventy-five undergraduate students and thirty graduate students per academic semester. During 1981-82 there were eight full-time and two part-time faculty teaching in the department.

The department functions to train students preparing for clinical speech/language positions in schools, hospitals, clinics, and rehabilitation centers. A second function of the department is carried out by the Speech, Language and Hearing Clinic which presently serves approximately 80 children and adults from the University and surrounding communities. These clinical services are under the direction of supervisory faculty holding Certificates of Clinical Competence in Speech-Language Pathology and/or Audiology conferred by the American Speech-Language-Hearing Association.

Undergraduate study of Communication Disorders culminates in a pre-professional Bachelor of Arts degree. The graduate study required for professional employment leads to a Master's degree. The Master's degree program in Communication Disorders at UND has been accredited by the Education and Training Board of the American Boards of Examiners in Speech-Language Pathology and Audiology since 1977.

The Development of the Program with the Department of Speech 1949-1967

The Department of Public Speaking at the University of North Dakota changed its name to the Department of Speech in 1948 when John Penn became the chairman. The department underwent many changes when Penn took over, one of them being the development of courses in speech and hearing correction and the founding of an allied clinic which provided services for clients from all over the state.

The first person to be appointed to the Department of Speech for the specific task of conducting speech and hearing activities was Earl Lewis Miller. Miller

was charged with the responsibility of directing the "new" speech and hearing clinic. The clinic was established in the basement of Merrifield Hall in the fall of 1949. An article in the Grand Forks Herald on 18 July 1949 reported on the function of the clinic as stated by Penn:

The clinic will attempt to diagnose speech and hearing difficulties and develop remedial measures and will operate as a service for students All students at the University with speech difficulties will be able to use the facilities of the clinic. Persons desiring aid may apply and spend several months in corrective training. Penn added he hopes to introduce later courses for professional training in the field (Grand Forks, N.D.).

The first speech correction courses were approved by the University Council at a meeting held on 16 December 1948 (Minutes of the University Council, 1948-1950). The speech correction courses were then added to the curriculum in the fall of 1949, a year after the speech and hearing clinic opened. Three courses were offered and they were listed and described in the 1949-1950 Bulletin of the University of North Dakota as follows:

232. Introduction to Speech Correction. Three credits. Three hours a week. Prerequisite: 101 or consent of instructor.

An introduction to the study of speech disorders. Consideration is given to the causes, symptoms, diagnosis, and therapy of the common speech defects. The course is especially designed to meet the needs of the public school teacher, social worker, and personnel worker.

234. Clinical Practice in Speech Correction. One to four credits, only two of which may be earned in any one semester. Prerequisite: 232 or concurrent.

Practical experience in diagnosis and remedial procedures in the speech clinic.

333. Advanced Speech Correction. Three credits. Prerequisite: 232.

A professional course in the rehabilitation of disordered speech with particular attention given to stuttering, cleft palate, cerebral palsy, aphasia, dysphonia, hard-of-hearing, psychogenic disorders, and glandular conditions affecting speech (Bulletin, 1949-1950, pp. 188-189).

An article in the Grand Forks Herald, 5 June 1949, stated that under Miller's direction, the first summer speech and hearing clinic operated for six weeks, from June 27 until August 5, 1949 (Grand Forks, N.D.). A special speech correction program for teachers and parents was also designed to be held in conjunction with the clinic for the purpose of training them in correction methods and procedures. The program also involved course work in the theory of speech correction along with actual clinical experience in working with children with speech defects.

During the academic year of 1950-1951, the same three courses which were added to the curriculum in the fall of 1949 were again offered for students majoring in speech correction. The courses were taught by Miller. According to a 5 March 1951 article in the Grand Forks Herald, under Miller's direction, new students were tested for speech and hearing defects during the fall 1950 and spring 1951 semesters by the University Speech and Hearing Clinic. During the spring of 1951, Miller was assisted during the speech and hearing screening by five speech clinicians from Grand Forks, New Rockford, Langdon, and Fargo (Grand Forks, N.D.).

As stated in the Grand Forks Herald, 10 June 1951, Roy Stanford, a speech clinician from the public school system in Superior, Wisconsin, was employed to conduct the third summer speech and hearing clinic. The clinic operated from June 25 through August 3, 1951. Children who needed remedial work had been identified by personnel from the speech and hearing clinic who conducted a survey during the spring. A preliminary examination of children took place before the clinic opened during June 21-22 (Grand Forks, N.D.).

James Kavanagh replaced Miller as the Director of the Speech and Hearing Clinic for the academic year 1951-1952. Kavanagh came from the University of Wisconsin and was offered a nine-month contract in the Speech Department as an Assistant Professor. He taught a section of Speech 101 (Fundamentals of Public Speaking), the three speech correction courses, and also supervised the administration of therapy by students majoring in speech correction. Incoming freshmen and transfer students had their speech and hearing screened by Kavanagh as part of the admission process for new students. Kavanagh had the speech correction students also administer a speech and hearing examination to all elementary students enrolled in the Grand Forks Public Schools. While Kavanagh was at the University of North Dakota, his clinical caseload consisted of University students and children from the community with voice, articulation, or fluency disorders. The speech examinations and therapy were free to all clients (Personal communication from James Kavanagh, 6 April 1978).

Several changes took place in the speech correction courses offered for the academic year 1952-1953. The course numbers for the original three courses were changed so that Introduction to Speech Correction was now 332; Advanced Speech Correction was changed to 333; and Clinical Practice in Speech Correction was changed to 334. A new course entitled Hearing Rehabilitation was also added to the speech correction sequence. The course is described in the 1952-53 Bulletin as follows:

434. Hearing Rehabilitation. Three credits. Three hours a week.
Prerequisite: 332.

A study of the principals and techniques and clinical practice in the diagnosis and rehabilitation of hearing disorders in children and adults. The course involves audiometric procedures, auditory training, speech reading, and hearing conservation (Bulletin, 1952-53, p. 170).

During 1952-1953, Laura Wright, assistant professor of speech, replaced Kavanagh by teaching speech correction courses and conducting clinical activities. Wright came to the University of North Dakota with a Ph.D. from the University of Wisconsin.

Wright continued as the Director of the Speech and Hearing Clinic during the academic year 1953-1954. Another course, Speech 435, Voice Science, was added to the curriculum and the Advanced Speech Correction course number was changed to 433.

According to the Grand Forks Herald, 20 June 1954, the summer speech and hearing clinic included approximately 25 clients in 1954. The speech correction program that summer was under the direction of Miss Vanetta Suydam, a regional speech clinician from Iowa. Student clinicians that summer were supervised by Herbert Birbeck, a speech clinician from Ferguson, Missouri. Nine clinicians worked under Birbeck's supervision that summer and among them was Dean Engel of Kenmare (Grand Forks, N.D.).

During the academic year of 1954-55, Jay Melrose replaced Wright as Director of the Speech and Hearing Clinic. Melrose had both an M.A. and a Ph.D. degree from the University of Illinois. During the year another course, Speech 335, Introduction to Phonetics, was added to the sequence of speech correction courses. This course was taught by Melrose.

Melrose returned as the director of the Speech and Hearing Clinic for the 1955-1956 academic year. Another person was also employed by the Speech Department that year to teach speech correction courses and conduct clinical activities. Rita Roach, who held an M.S. degree from Purdue University, was hired as an audiologist and lecturer. There were no new courses offered during this academic year; the six courses added to the curriculum in speech correction since 1949 continued to be taught by Melrose and Roach.

The 1956 Summer Speech and Hearing Clinic operated Monday through Friday for six weeks. Melrose was in charge of the summer clinic, and Roach supervised the clinical practicum. Enrollment during this period was approximately 20 children.

Roach replaced Melrose as the Director of the Speech and Hearing Clinic for the academic year 1956-57. During this academic year another course, Speech 436, Stuttering and Allied Disorders, was also added. Florence Filley was appointed as an instructor in the Speech Department for that year. Filley had both B.A. and M.A. degrees from the University of Indiana.

Two new persons were added to the staff of the Department of Speech for the 1957-58 academic year as replacements for Roach and Filley. George Dike, who held an M.A. degree from Kent State University, was appointed as an assistant professor of speech, and Frederick Garbee was appointed as an assistant professor of speech and as the Director of the Speech and Hearing Clinic. Garbee held both B.A. and M.Ed. degrees from the University of Wisconsin.

As stated in the Grand Forks Herald, 23 June 1958, Garbee directed the 1958 Summer Speech and Hearing Clinic which operated for six weeks. Twenty-three children from all over the State of North Dakota attended this clinic. Special sessions were also designed for the parents of clients "to make clear specific speech and hearing therapy work" (Grand Forks, N.D.).

Both Garbee and Dike continued on the staff of the Speech Department during the 1958-59 academic year. They both taught speech correction courses which now numbered seven.

The 1959-60 academic year began with a new Director of the Speech and Hearing Clinic, William Rintelmann, who had both an M.A. and Ph.D. from Indiana University. Rintelmann was appointed as an assistant professor. He remained on the staff of the Speech Department until August 1961.

During the years 1959-60 and 1960-61, Rintelmann and Dike shared the teaching responsibilities of the speech correction courses. Courses numbered eight in the fall of 1959 with the addition of Speech 431, Audiology: Hearing and Deafness. Another course, added during the 1960-61 academic year, was Education 475, Methods and Materials in Speech. The addition of Education 475 brought to nine the speech correction courses that were taught by faculty members from the Department of Speech.

The supervision of students engaged in clinical practicum was shared by Rintelmann and Dike. Rintelmann also directed all the audiological activities in the UND Speech and Hearing Clinic.

Besides teaching speech correction courses, supervising practicum, and conducting speech and audiological evaluations, Rintelmann also assisted in the planning of the new Speech and Hearing Center at the Rehabilitation Medical Center.

Mitchell Burkowsky replaced Rintelmann as the Director of the Speech and Hearing Clinic for the academic year 1961-62. He remained in that position for a period of four years, until the end of the 1964-65 academic year. Burkowsky came to the Department of Speech as an assistant professor with a Ph.D. from Wayne State University. Through 1963-64 Burkowsky and Dike shared the teaching of what became known as the speech pathology and audiology courses.

The 1964-65 academic year was the first year that three persons were employed to teach courses in speech pathology and audiology and to conduct clinical activities. Dean Engel joined the faculty in the fall of 1964 as an assistant professor. Engel held an M.A. from the University of North Dakota. He obtained his Ph.D. from the University of Minnesota during the fall of 1965. Two new courses were added to the curriculum during that year: Speech 433, Functional Disorders of Speech, was offered in the fall of 1964 and Speech 432, Organic Disorders of Speech, was offered in the spring of 1965.

Two new persons were added to the speech pathology and audiology faculty in the Department of Speech for the 1965-66 academic year, and Burkowsky went on a leave of absence from which he did not return to UND. George Schubert, who held an M.S. degree from the University of Wisconsin, was appointed as an instructor of speech. Wayne Staab, who also held an M.S. degree from the University of Wisconsin, was appointed as an assistant professor of speech. Along with Engel and Dike, Schubert and Staab were the four persons employed by the Department of Speech in the speech pathology and audiology specialization area. Dike was appointed as the Director of the Speech and Hearing Clinic, and there were no new courses offered during that academic year.

The Separation of Speech Pathology and Audiology from the Department of Speech

Relative to a grant from the Bureau of the Education of the Handicapped for preparation of teachers of the handicapped, the Department of Speech enter-

tained a site visitor, Thomas Abbott, during July of 1966. Abbott reported his observations about the speech pathology program to Bernard O'Kelly, Dean of the College of Science, Literature, and Arts since July 1, 1966. He found that the program had limited equipment and facilities and that it did not possess an identifiable budget of its own. Also, the students in the speech pathology program could not be readily identified because they were all advised by the Department Chairman, were considered speech majors, and were listed with theatre students, radio and television students, debate students, and with general speech majors.

During the fall of 1966, a Long Range Planning Exercise was being carried out at the University of North Dakota. In response to the Committee's request for statements from faculty members, Engel (Grand Forks) composed a memorandum dated 2 November 1966 concerning the program in speech pathology and audiology. Engel addressed his memorandum to the Chairman of the Task Force on Curriculum for the Long Range Planning Committee for 1966-67.

In his memo, Engel discussed the strong movement throughout the country to make the Master's degree the lowest terminal degree in speech pathology and audiology. He also stated that this was being promoted by the American Speech and Hearing Association (ASHA), which since January 1, 1965, had required a minimum of a Master's degree for membership. Engel shared the concern of many people through the country that a transition in programs was needed to develop a strong Master's program.

Engel was in agreement with Abbott concerning the lack of adequate facilities and equipment for the speech pathology program. He was also concerned about the possibility of losing the federal grant which provided graduate fellowships unless concrete plans for improving present conditions could be shown to site visitors.

Before Engel submitted his memo to the Long Range Planning Committee, he discussed it with the Department Chairman, Penn. Penn advised Engel that this sort of proposal was not appropriate for the University-wide planning but that it was internal departmental business. Therefore, at that time, Engel did not submit his memorandum to the committee.

However, Engel's proposal for separating the speech pathology program did not end with his discussion with Penn. Engel's memo was brought to Dean O'Kelly's attention during a conversation between O'Kelly and another faculty member from the Department of Speech. O'Kelly decided that he would like to hear more about the proposal and, therefore, a discussion took place between O'Kelly and Engel. O'Kelly agreed with Engel's proposal for expansion and began to have conferences with the other speech pathology faculty in the Department of Speech. Included were Dike, Schubert and Staab.

The concept of a more independent program in speech pathology was enthusiastically supported by the speech pathology faculty. Through the consultations that took place among O'Kelly, Engel, Dike, Schubert and Staab, it was decided to support Engel as Chairman or Division Head. It was further decided to propose a Division of Speech Pathology and Audiology within the Department of Speech to give the program autonomy in such matters as budget, advisement, curriculum planning.

O'Kelly and Engel then took the proposal for an autonomous division to the President of the University, George Starcher. After talking with O'Kelly and Engel, Starcher proposed that the program become a separate department. Since this idea had already been under discussion, it was supported by Engel and O'Kelly. The proposed date of implementation was to be February 1, 1967.

The Development of the Program as a Separate Department 1967-1982

During the 1967-68 academic year, Dike, Engel and Staab remained on the faculty of the new Department of Speech Pathology and Audiology. Schubert left before 1967-68 and was replaced by Carla Hess, who had an M.S. degree from the University of North Dakota.

Two replacements in faculty occurred during the 1968-69 academic year. Schubert returned to the Department to replace Hess, and James Davis replaced Staab as the audiologist in the Department. Davis had a B.S. degree from San Jose State College and received his M.A. degree from the University of Washington during the academic year. A part-time faculty person was also hired for that academic year. Thomas Mahoney had an M.A. degree from the University of North Dakota. Dike and Engel remained as faculty from the previous year.

The Department of Speech Pathology and Audiology made many adjustments to its faculty during the 1969-70 academic year. Engel, Schubert, and Davis remained with the Department. George Dike became ill during the year and died during the summer of 1970. Charles Lewis, with an M.A. degree from the University of Montana, was employed. John Torgerson, who was also employed as the Director of the Department of Communication Disorders at the Medical Center Rehabilitation Hospital in Grand Forks, was employed as a quarter-time faculty member. Torgerson had an M.S. degree from Purdue University. Doris Gust, who had an M.A. degree from the University of North Dakota, was employed as a part-time supervisor. An additional member was added to the faculty for the second semester of 1969-70 when Annette Sensenig was employed. Sensenig had an M.A. degree from the University of Tennessee. During that academic year, Engel also functioned as a speech pathologist on the Child Evaluation Center diagnostic team.

During the 1970-71 academic year, two new people joined the departmental faculty. Engel, Schubert, Davis, Lewis and Torgerson returned, and Carl McGrath and Sharon Kalash were employed as new faculty members. McGrath, who was employed half-time with the Child Evaluation Center, had a Ph.D. from the University of Washington. Kalash had an M.A. degree from the University of North Dakota. Lewis was employed part-time during 1970-71 by the Medical Center Rehabilitation Hospital.

Five and one-fourth faculty positions were appropriated for the department for the 1971-72 academic year. Only two previous faculty, Engel and Torgerson, returned to the department that year. New faculty members included Robert Meyer, with a Ph.D. in Audiology from the University of Wisconsin; Lynn Groth, with an M.S. degree from the University of North Dakota; Jerry Bryan, with an M.S. degree from Colorado State University; and Charles Harris, with an Ed.D. from the University of Northern Colorado. Harris was employed as a temporary visiting professor, replacing Schubert who was on leave.

During the 1972-73 academic year, five and one-fourth people were again employed as departmental faculty. All the faculty members employed during the 1971-72 academic year returned with the exception of Harris. That year the faculty consisted of Engel, Torgerson, Meyer, Groth and Bryan. Schubert returned to the Department after a leave of absence during 1971-72 to complete work on his Ph.D. at the University of Washington.

During the 1973-74 academic year, Engel, Schubert, Meyer, Groth and Bryan returned. Carla Hess, who had obtained her Ph.D. from Ohio University, returned to the faculty; and Doris Gust, who was also employed as a speech pathologist at the Medical Center Rehabilitation Hospital, returned as a part-time faculty member.

The departmental faculty consisted of six full-time members and one quarter-time member for the 1974-75 academic year. Engel, Schubert, Meyer, Groth and Hess returned from the 1973-74 academic year. Gust, also returning from 1973-74, was employed full-time, and Audrey Glick was hired as a quarter-time faculty member. Glick had an M.S. degree from the University of North Dakota.

During the 1975-76 academic year, Engel, Schubert, Hess, Groth, Gust and Glick returned. All of these faculty members were employed full-time, with the exception of Glick, who was part-time. Two new persons added to the faculty in 1975-76 were T. Newell Decker, replacing Meyer, and Jack Carroll. Decker had a Ph.D. from the University of Washington and Carroll had a Ph.D. from the University of Cincinnati. Carroll was a quarter-time faculty member and also served as the Director of the Communication Disorders at the Medical Center Rehabilitation Hospital.

During the 1976-77 academic year, faculty of the Department of Speech Pathology and Audiology remained stable. All the previous faculty members from 1975-76 returned for the 1976-77 academic year. Schubert assumed the chairmanship at the beginning of the 1976-77 academic year.

The departmental faculty adjusted to compensate for the loss of Decker, the audiologist, during the 1977-78 academic year. Hess taught the audiology courses and Carroll supervised the audiology practicum. Engel, Schubert, Hess, Groth, Carroll and Glick returned to the Department and two new faculty members were employed. Mary Jo Schill, with an M.S. degree from Indiana University, replaced Gust, and Carole Aitchison, with an M.A. degree from the University of North Dakota, was employed as a part-time clinical supervisor.

Schubert was selected as the Dean of University College following the Spring Semester, 1978, and Engel re-assumed the chair. It was during 1978-79 that the departmental name was changed from Speech Pathology and Audiology to the Department of Communication Disorders. Members of the department felt the new name was inclusive of speech, language and hearing and noted a trend in this designation throughout the country. The clinic was termed the Speech, Language and Hearing Clinic.

During the 1978-79 academic year, two new faculty members joined the department. Anne MacKinnon assumed the position of audiologist at the Speech, Language and Hearing Clinic and was responsible for the instruction in audiology courses. She also supervised independent studies in the area of

audiology. She had obtained her M.S. degree in audiology at the University of Northern Colorado. Carolyn McCoy had her Ph.D. from the University of Oregon. She was employed to instruct the Anatomy and Physiology of the Speech and Hearing Mechanism course and the Rehabilitation of Speech course. She also provided supervision to student clinicians at both the graduate and undergraduate levels.

During the Spring Semester of 1979, Schill took a leave of absence from the department. In her absence, Glick assumed the responsibility of instructing the Introduction to Practicum course.

During the 1979-80 academic year, faculty of the Department of Communication Disorders remained stable. All previous faculty members from 1978-79 returned for the 1979-80 academic year. Schill returned from leave in the fall semester of 1979.

Jane Rackl, a graduate from the University of North Dakota with an M.S. degree, joined the faculty in the 1979-80 academic year to replace McCoy. There were no other faculty changes that year.

MacKinnon left the faculty following the Spring of 1981. During the 1980-81 academic year, the department had been recruiting for two assistant professor positions. These openings on the faculty were filled for the 1981-82 academic year by Brian Reynolds, who had his Ph.D. in audiology from Purdue University, and Michael Laccinole who was completing his doctoral dissertation at the University of Oregon.

Reynolds was responsible for providing graduate coursework in audiology and for audiological services in the Speech, Language and Hearing Clinic. Laccinole provided various graduate courses and served in a supervisory capacity.

A contract was negotiated during the summer of 1981 with the North Dakota State School for the Blind to provide speech, language and hearing services to the population served by that facility.

During 1981-82, Thomas Froelich also joined the faculty as a quarter-time instructor.

Currently, the Department of Communication Disorders consists of eight full-time and two quarter-time faculty members.

Department Chairs

Engel served as Chairman of the Department of Speech Pathology and Audiology from the time of separation during the Spring Semester 1967 through the summer of 1976. Schubert succeeded Engel in the Departmental Chairmanship in the Fall of 1976. Schubert served as the Chairman of the Department of Speech Pathology through the Spring Semester 1978, when he was selected as the Dean of University College. Engel assumed the Departmental Chairmanship again in the Summer of 1978. He served in this capacity until the Fall of 1981, at which time Engel was succeeded by Hess. Hess currently holds the position of chairperson of the Department of Communication Disorders.

Curriculum, 1967-1982

The development of the faculty and curriculum between 1949 and 1967 was described together. Since the program became a separate department, the curriculum has continued to evolve.

In 1967-68, the following courses were offered:

- SPA 232. Introduction to Speech Correction.
SPA 333. Articulation. Three credits. Prerequisite: SPA 232 or consent of instructor. Etiology, nature and rehabilitation of articulation problems.
SPA 334. Clinical Practicum in Speech and Hearing Therapy.
SPA 335. Introduction to Phonetics.
SPA 431. Introduction to Audiology.
SPA 432. Organic Disorders of Speech.
SPA 433. Functional Disorders of Speech.
SPA 434. Auditory Training and Speech Reading.
SPA 435. Voice Science.
SPA 436. Stuttering.
Educ. 475. Methods and Materials in Speech.
SPA 501-502. Seminar in Speech.
 .04 Speech Pathology
 .05 Audiology
SPA 505-506. Research Problems in Speech.
 .04 Speech Pathology
 .05 Audiology
SPA 531. Clinical Audiology. Three credits. Prerequisites: SP&A 431 and consent of instructor. Pathologies of hearing, advanced audiometric procedures and techniques, differential diagnosis, speech audiometry, hearing aids, and hearing aid evaluations.
SPA 532. Speech Problems Sequel to Neurological Damage. Three credits. Prerequisites: SP&A 232 and 432. Neurology for the speech pathologist, nature and rehabilitation of aphasia, language problems in brain damaged children, cerebral palsied speech, Parkinsonianism and other disorders.
SPA 533. Advanced Diagnostic Procedures. Three credits. Prerequisites: SP&A 232, 334, 432, 433. Administration and interpretation of diagnostic instruments for evaluation of speech problems; interviews, case histories, and parent counseling.
SPA 534. Advanced Clinical Practicum. One to two credits. Prerequisites: SP&A 334 and consent of instructor. Remedial procedures with individuals having more involved speech problems.

In 1968-69, the following changes were made:

- Add: SPA 100. Speech Improvement. One credit. Prerequisite: Consent of instructor. Designed to provide instruction and practice in voice improvement and articulation training. Referrals may be made by any University personnel. This course was dropped after a trial period.
Add: SPA 231. Anatomy and Physiology of the Speech and Hearing Mechanism. Three credits. Structure and function of the mechanisms involved in breathing, phonation, resonance, articulation, and hearing.
Change Description of: SPA 232. Introduction to Speech Correction. Three credits. Speech disorders: Causes, symptoms, diagnosis, and therapy of common speech defects.

- Change Description of: SPA 334. Clinical Practicum in Speech and Hearing Therapy. One to four credits, of which not more than two may be earned in any one semester. Prerequisite: SPA 232. Supervised diagnosis and remedial procedures in the Speech Clinic.
- Change Description of: SPA 335. Phonetics for Speech Pathologists. Three credits. Prerequisite: Consent of instructor. Speech sounds: Their production, perception and systems of transcription with special reference to uses in the field of Speech Pathology and Audiology.
- Change Description of: SPA 431. Introduction to Audiology. Three credits. Elementary structure and function of the hearing mechanism; basic psychophysical dimensions of the auditory mechanism; types of deficient hearing; pure tone threshold and screening audiometry. Students are required to do hearing testing to qualify for certification in speech and hearing.
- Change Description of: SPA 433. Functional Disorders of Speech. Three credits. Prerequisite: SPA 232. Nature and rehabilitation of articulatory problems, delayed speech, functional voice problems, foreign language influences and other problems.

In 1970-71, the following changes were made:

- SPA 334 was changed to SPA 284. Clinical Practicum in Speech and Hearing Therapy. One to two credits. Repeatable to maximum of four of which not more than two may be earned in a semester. (a) Speech Pathology. (b) Audiology.
- SPA 432. Organic Disorders of Speech, was changed to SPA 432. Speech Pathology I: Rehabilitation of Speech. Three credits. Nature of speech disorders resulting from cleft palate, dysarthria, dental abnormalities and mental retardation as well as voice problems and foreign dialect. Application of learning models to the rehabilitation of persons with these problems.
- SPA 433. Functional Disorders of Speech, was changed to SPA 433. Speech Pathology II: Language Development and Language Disorders. Three credits. Normal language development; language disorders resulting from hearing impairment, brain damage, mental retardation, emotional problems and environmental causes; rehabilitation of children with these problems.
- Add: SPA 497. Special Problems in Speech Pathology and Audiology. Three credits. Prerequisite: Consent of instructor. An examination of special topics in Speech Pathology and Audiology.
- Add: Ed 470. Methods and Materials for Speech Clinicians.
- Add: SPA 537. Clinical Supervision. Two credits. Prerequisite: Completion of undergraduate major sequence in SPA or consent of instructor. Techniques in effective clinical supervision.

In 1973-74, the following changes were made:

- SPA 384. Clinical Practicum in Speech and Hearing Therapy was increased from 1-4 to 2-8 credits.
- SPA 501. Seminar in Speech Pathology-Audiology was enlarged to include a section on Language Disorders.
- Add: SPA 530. Speech Physiology. Three credits. An in-depth study of the anatomy and physiology of the speech and hearing mechanism. Emphasis placed on reviewing professional literature pertaining to normal and abnormal physiological functioning of the speech musculature.

In 1974-75, the following changes were made:

Add: SPA 525. Introduction to Research in Speech Pathology and Audiology. Three credits. Research methods in Speech Pathology and Audiology. Steps in research before data analysis is undertaken. Culminating inter-research proposal.

In 1975-76, the following courses were added:

SPA 533. Investigations in Child Language. Three credits. Prerequisites: SPA 433 and 525 or consent of instructor. Student formulation of questions and concerns about normal and disordered child language which are studied through a search of pertinent literature and through observation and analysis of children's linguistic productions.

SPA 585. Practicum in the School Setting. One to eight credits. Prerequisites: Graduate standing and consent of the department. Supervised practicum in a University-approved cooperating school. Use of this departmental designation instead of a CTL number was related to a decision not to put graduates out with a teaching credential at the Bachelor's degree level.

In 1976-77:

SPA 435 was renumbered SPA 235. Speech and Hearing Science. Three credits. Basic speech and hearing science, physics of sound, instrumentation, with a survey of experimental work.

In 1977-78:

Add: SPA 501. Seminar in Speech Pathology and Audiology. A. .01 Voice (The Voice and Its Disorders)

The voice course was renumbered from SPA 511 to CDIS 438 to reflect its inclusion in the undergraduate curriculum.

SPA 584 was increased in credit from 1-2 up to 1-16 to enable its use as a practicum placement for extended externships.

SPA 433 was divided into two courses, SPA 343. Language Development and Disorders, and SPA 353. Child Language Perspectives: Acquisition, Assessment and Intervention.

In 1978-79, the department name was changed and, therefore, the course designations changed from SPA to CDIS.

CDIS 381. Introduction to Practicum was added to substitute for the first registration for practicum under the old CDIS 384 number.

CDIS 333. Articulation, CDIS 343. Language Development and Disorders, CDIS 436. Stuttering, and CDIS 438. Voice and Its Disorders were increased to 4 credits and a clinical skills lab was attached to each course.

In 1980-81:

CDIS 432. Rehabilitation of Speech was deleted from the undergraduate major and a two credit course in Cleft Palate and Other Oro-Facial Anomalies was added to the undergraduate major.

CDIS 522. Neuro-anatomy was added to the graduate major and the neuro-anatomy content removed from CDIS 532.

In 1981-82, Master degree students were given the option of doing a thesis or non-thesis degree. The non-thesis degree requires an externship instead of the thesis.

As of Academic 1981-82, the CDIS undergraduate major curriculum required:

CDIS 231	Anatomy and Physiology of the Speech and Hearing Mechanism	3 credits
CDIS 232	Introduction to Speech Correction	3 credits
CDIS 235	Speech and Hearing Science	3 credits
CDIS 333	Articulation	4 credits
CDIS 343	Language Development and Disorders	3-4 credits
CDIS 353	Child Language Perspectives: Assessment and Intervention	3 credits
CDIS 381	Introduction to Practicum	2 credits
CDIS 384	Clinical Practicum in Speech & Hearing Therapy	2-6 credits
CDIS 431	Introduction to Audiology	3 credits
CDIS 434	Auditory Training and Speech Reading	3 credits
CDIS 436	Stuttering	4 credits
CDIS 437	Cleft Palate and Other Orofacial Anomalies	2 credits
CDIS 438	Voice and Its Disorders	4 credits

Required in other departments:

Psych 251	Developmental Psychology	4 credits
Psych 370	Abnormal Psychology	3 credits
Spch 336	Psychology of Communication	3 credits
Eng 207	Introduction to Linguistics	3 credits

Laboratory Science requirement to be met by Biology and/or Physics.

The Graduate Major required:

CDIS 522	Neuroanatomy of Communication Disorders	2 credits
CDIS 525	Introduction to Research in Speech-Language Pathology and Audiology	3 credits
CDIS 531	Clinical Audiology	3 credits
CDIS 532	Speech Problems Sequel to Neurological Damage	3 credits
CDIS 533	Investigations in Child Language	3 credits
CDIS 537	Clinical Supervision	3 credits
CDIS 583	Advanced Diagnostic Procedures	3 credits
CDIS 584	Advanced Clinical Practicum	1-16 credits

Plus a course in Statistics as part of the graduate minor.

Students electing to qualify for a teaching credential were required to take:

Psych 213	Educational Psychology	3 credits
CDIS 384	Clinical Practicum	6 credits
CTL 410	Communication Cluster	4 credits

This requirement may also be fulfilled by electing 4 hours from:

CTL 310	Intro to Early Childhood Education	3 credits
CTL 313	Language Development in Children	3 credits
CTL 315	Education of the Exceptional Child	3 credits
CTL 318	Prescriptive Teaching	3 credits

CTL 400	Methods and Materials for Speech Clinicians	3 credits
CDIS 585	Practicum in the School Setting (Graduate students, only)	9 credits

Students

When the program became a separate department in 1967, the student majors became identifiable. In the period 1967-1982, approximately 360 students received Bachelor's degrees with a major in this department. During the same period, approximately 125 Master's degrees were awarded.

Although the number of students enrolled in the program has remained relatively stable over the years, their demographics have changed. The most drastic change has been in the relative number of Canadian students in the program. Because of UND's proximity to Canada, and particularly to Winnipeg, the program has always had some Canadian students. This is due in part to the lack of academic programs in Communication Disorders in Manitoba and Saskatchewan. During the first ten years, this program operated as a separate department, about 12 percent of the persons completing Master's degrees were Canadian. In more recent years, about half of the graduate students are Canadian. Many of these Canadian students come to the program having already completed a Bachelor's degree in some other major. They are required to complete all of the major supporting courses and practicum in both the undergraduate and graduate sequences, but this tends to be concentrated over a shorter period of time, whereas the typical American student has completed the Communication Disorders major as part of their Bachelor's degree and, therefore, their coursework and practicum are usually distributed over more time.

The student body in this department has always been predominantly female. About 88 percent of the Bachelor's degree graduates and more than 75 percent of the Master's degree graduates have been female.