

**Department of Communication Disorders and Sciences**  
**Curricular Map - Master of Science in Speech-Language Pathology**

The Department of Communication Disorders and Sciences submits updates the curriculum map as part of its annual report to American Speech-Language-Hearing Association (ASHA). Section 1 lists courses currently available within the program. Section 2 outlines the learning outcome goals indicated in ASHA Standards III-A through V-D. Each course syllabus outlines the methods by which students meet learning outcomes, per Standard 5A Formative Assessment and 5B Summative Assessment. Students who do not initially meet the stated learning outcomes participate in a remediation process to meet the standard.

**Section 1 - Course number and title of courses offered to current graduate students**

CDS 500 Child Language Disorders  
CDS 501 Professional Seminar  
CDS 502 Clinical Practice, Communication Disorders  
CDS 520 Multicultural Issues in Communication Disorders  
CDS 530 Augmentative and Alternative Communication  
CDS 552 Medical Speech-Language Pathology  
CDS 555 Dysphagia  
CDS 557 Counseling for the Speech-Language Pathologist  
CDS 582 Fluency Disorders  
CDS 584 Speech Sound Disorders and Language Intervention  
CDS 589 Professional Issues  
CDS 598 Voice Disorders  
CDS 602 Seminar in Literacy or EDU 579 Foundations of Literacy  
CDS 605 Advanced Clinical Methods and Practice  
CDS 606 Research Design in Communication Disorders and Sciences  
CDS 608 Neurogenic Language Disorders  
CDS 609 Independent Study  
CDS 611 Motor Speech Disorders  
CDS 619 Comprehensive Exam  
CDS 629 Directed Studies in Research Methodology – Thesis Research  
CDS 632 Graduate Student Teaching

Based on audits of prior coursework, some students complete one or more of the following:

CDS 206 Fundamentals of Acoustics  
CDS 322 Hearing Problems and Tests  
CDS 419 Aural Habilitation and Rehabilitation  
CDS 400 Foundations of Speech-Language Pathology in Educational Settings

**Section 2 - ASHA Standards for Student Learning**

**Standard III: Program of Study**

The applicant must have completed 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 Standards IV-A through IV-G and Standards V-A through V-C.

**Standard IV: Knowledge Outcomes**

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

Communication Disorders and Sciences audits the records of all applicants to ensure each has completed courses from these categories. The department informs students of any deficiencies, and directs them to complete the appropriate coursework.

**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.**

CDS 500      CDS 552      CDS 555      CDS 598      CDS 602/EDU 579      CDS 611

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

- **Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification**  
CDS 501      CDS 502      CDS 584      CDS 598      CDS 611
- **Fluency and fluency disorders**  
CDS 582      CDS 611
- **Voice and resonance, including respiration and phonation**  
CDS 552      CDS 598      CDS 611
- **Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing**  
CDS 500      CDS 584      CDS 602/EDU 579
- **Hearing, including the impact on speech and language**  
CDS 322      CDS 501      CDS 500
- **Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span**  
CDS 555
- **Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning**  
CDS 500      CDS 552      CDS 608
- **Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities**  
CDS 400      CDS 500      CDS 530      CDS 552      CDS 557
- **Augmentative and alternative communication modalities**  
CDS 530

**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 persons**

**with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.**

CDS 400	CDS 500	CDS 502	CDS 530	CDS 552	CDS 555	CDS 557
CDS 582	CDS 584	CDS 598	CDS 602/EDU 579	CDS 605	CDS 611	CDS 632

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

CDS 502	CDS 530	CDS 552	CDS 555	CDS 557	CDS 582	CDS 589
CDS 605	CDS 606	CDS 629	CDS 632			

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

CDS 500	CDS 502	CDS 530	CDS 552	CDS 555	CDS 584	
CDS 602/EDU 579	CDS 605	CDS 606	CDS 611	CDS 629	CDS 632	

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

CDS 400	CDS 502	CDS 552	CDS 555	CDS 557	CDS 582	CDS 589
CDS 605	CDS 606	CDS 632				

**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.**

CDS 400	CDS 589
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## **Standard V: Skills Outcomes**

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

CDS 400	CDS 500	CDS 501	CDS 502	CDS 530	CDS 552	CDS 557
CDS 589	CDS 598	CDS 602/EDU 579	CDS 605	CDS 632		

**V-B. The applicant 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 procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet the needs of individuals receiving services.
- 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 measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients & relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop & use appropriate materials and instrumentation for prevention & 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 needs, values, preferred communication mode, & cultural/linguistic background of the individual(s) receiving services, family, caregivers, & relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- 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.

Communication Disorders and Sciences meets Standard V-B by measuring each of these skills in all clinical training assignments and in select academic courses, based on their respective disorder areas. The department monitors each applicant's progress throughout their program of study.

#### **V-C. The applicant 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 guided clinical observation, and 375 hours must be spent in direct client/patient contact.**

Communication Disorders and Sciences arranges for students to attain a minimum of 375 hours of direct client/patient contact, and assists students in completing a minimum of 25 observation hours.

#### **V-D. At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in a graduate study program accredited in speech-language pathology by CAA.**

Communication Disorders and Sciences ensures all students complete a minimum of 325 direct client/patient contact hours while enrolled in its accredited program, and informs students of their progress toward that goal.

#### **V-E. Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification. 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 individual receiving services.**

Each semester, Communication Disorders and Sciences ensures that clinical educators in all placement settings have met the certification, educational, and supervisory guidelines outlined in V-E.

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

Communication Disorders and Sciences structures and assigns clinical placements to ensure, to the highest degree possible, that each candidate gains experiences with individuals from differing backgrounds and of a wide variety of communication and related disorders and differences.