The undergraduate program in Communication Sciences and Disorders aims to achieve two primary goals:

1. to provide students with basic knowledge about the development and structure of typical and disordered human communication across the lifespan, and
2. to give students the opportunity to enhance their own abilities to learn and communicate effectively.

Through course work and research opportunities as well as observation of therapy, students gain expertise in the uniquely human endeavor we call “communication”. The primary topics presented at the undergraduate level focus on the form and structure of speech and language, and how these skills are learned, produced, perceived, and understood. In recent years, exciting research from such sources as brain imaging and computer technology has enhanced our understanding of speech, language, and communication and our ability to remediate disorders in these areas. Students learn about current developments and how they impact the field of communication sciences and disorders.

As they begin to study communication sciences and disorders, students are introduced to the discipline through a series of courses dealing with linguistics, cognitive science, and the typical processes of speech, language, and hearing. These courses deal with the physical, neurophysiological, cognitive, and linguistic bases of normal speaking, hearing, and language use; the acoustics of sound and of speech; the development of language in children; and how communication develops from infancy to adulthood. Other courses introduce the types of communication disorders that occur and how they impact people’s lives, from childhood to adulthood. Students learn about the professions of speech-language pathology and audiology, especially professional ethical issues, cultural competence, person/family centered care, and collaborating with other professionals.

Courses in the junior and senior year focus on the principles of assessment as they apply to the study of human communication and its disorders. Students participate in directed measurement projects as they learn to critically evaluate communication and the assessment tools used by practitioners in the field.

Outside of the classroom, those students who show interest are encouraged to pursue research through collaboration in ongoing faculty research. Ongoing areas of faculty research encompass normal and disordered communication throughout the lifespan and include the following topics:

- Interaction patterns in families contributing to the development of stuttering and its effective prevention and treatment
- The nature and treatment of autism
- The use of eye-tracking technology to examine the visual attention allocation strategies of individuals with autism spectrum disorders
- The development of psychometrically sound measures of social cognition
- The role of temperament in stuttering
- Speech development and disorders in children with neurodevelopmental syndromes
- Typical and atypical changes in communication and cognition associated with aging and central nervous system disorders
- The assessment and treatment of communication challenges following traumatic brain injury

Students are exposed to clinical resources in the professions of speech-language pathology and audiology - two closely related areas. Special opportunities include guided observations in the Eleanor M. Luse Center for Communication and access to selected graduate disorders courses prior to graduation.

**ARTICULATION AGREEMENTS**

UVM's Department of Communication Sciences and Disorders has an articulation agreement with the Community College of Vermont (CCV). The agreement provides pathways for students in certain two-year degree programs (A.A. Early Childhood Education or A.S. Human Services) to transfer to UVM's Communication Sciences and Disorders program if capacity allows. See the Admissions section of this catalogue for further information.

**MAJORS**

**COMMUNICATION SCIENCES AND DISORDERS MAJOR**

Communication Sciences and Disorders B.S.

**MINORS**

**COMMUNICATION SCIENCES AND DISORDERS MINOR**

Communication Sciences and Disorders

**GRADUATE**

Communication Sciences and Disorders M.S.

See the online Graduate Catalogue for more information.

**Courses**

**CSD 020. Intro to Disordered Comm. 3 Credits.**

Survey of language, speech, and hearing disorders, emphasizing the importance of understanding such disorders as a part of the fuller understanding of human behavior.

**CSD 022. Introduction to Phonetics. 3 Credits.**

Linguistic, acoustic, and articulatory phonetics applied to the description of speech. Stresses use of the International Phonetic Alphabet with English, foreign languages, and disordered speech.
CSD 023. Linguistics for Clinicians. 3 Credits.
Linguistic concepts, applications to clinical contexts. Topics include language components, language processing in the brain, individual differences and disorders, dialects, normal and disordered language acquisition.

CSD 094. Dev of Spoken Language. 3 Credits.
Speech and language acquisition interpreted in light of current learning and cognitive theory, linguistic theory, and methods of linguistic analysis.

CSD 095. Introductory Special Topics. 1-18 Credits.
Introductory courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

CSD 096. Introductory Special Topics. 1-18 Credits.
Introductory courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

CSD 101. Speech & Hearing Science. 4 Credits.
Structure and function of the respiratory, phonatory, articulatory, and hearing systems, coupled with models of speech and hearing as part of human communication. Prerequisites: Sophomore, Junior, Senior standing; Communication Sciences & Disorders, Education major or minor, Neuroscience major or Instructor permission.

CSD 190. Internship. 1-18 Credits.
An on-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded.

CSD 191. Teaching Assistantship. 1-3 Credits.
Undergraduate student service as a teaching assistant, usually in an introductory level course in the discipline, for which credit is awarded. Offered at department discretion.

CSD 192. Independent Study. 1-18 Credits.
A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting? under the supervision of a faculty member, for which credit is awarded.

CSD 195. Intermediate Special Topics. 1-18 Credits.
Intermediate courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

CSD 196. Intermediate Special Topics. 1-18 Credits.
Intermediate courses or seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

CSD 198. Undergraduate Research. 1-6 Credits.
Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded.

CSD 199. Clin Intro to Audiology & SLP. 3 Credits.
Provides CSD students with an introduction to the professions and clinical work of audiologists and speech language pathologists. Skills and knowledge related to professional ethical issues, cultural competence, person/family centered care, and inter-professional practice will also be explored. Prerequisites: CSD 020; Sophomore standing; Communication Sciences and Disorders major.

CSD 208. Cognition & Language. 3 Credits.
Study of cognition and language in terms of mental representation models; contemporary models of memory, as well as capacity theories of language comprehension and production. Prerequisite: CSD 101.

CSD 225. Becoming an SLPA. 3 Credits.
Speech language pathology assistants' roles in schools; health/safety, special education and HIPAA issues; observation, data collection, and collaboration skills. Complete 50 hour practicum. Prerequisites: CSD 020, CSD 022, LING 081, CSD 094.

CSD 226. Support Chldrn w/Comm Disorder. 3 Credits.
Evidence based practice and response to intervention strategies, screening and intervention for speech and language differences; diverse populations. Complete 50 hours practicum. Prerequisite: CSD 225.

CSD 227. Clinical Practice. 3 Credits.
Introduction to the scientific method and measurement principles used in group and single-case research on communication and as applied to persons with communication disorders. Prerequisites: CSD 199, STAT 111 or STAT 141.

CSD 228. Professional Issues. 3 Credits.
Provides CSD students with an introduction to the professions and clinical work of audiologists and speech language pathologists. Skills and knowledge related to professional ethical issues, cultural competence, person/family centered care, and inter-professional practice will also be explored. Prerequisites: CSD 020; Sophomore standing; Communication Sciences and Disorders major.

CSD 262. Measurement of Comm Processes. 4 Credits.
Introduction to the scientific method and measurement principles used in group and single-case research on communication and as applied to persons with communication disorders. Prerequisites: CSD 199, STAT 111 or STAT 141.

CSD 271. Introduction to Audiology. 3 Credits.
Survey of hearing and the nature and causes of hearing impairment. Includes an orientation to assessment procedures and rationales, hearing screening and counseling considerations. Prerequisites: CSD 101, CSD 199.

CSD 272. Hearing Rehabilitation. 3 Credits.
Examination of the impact of hearing loss on development and its overall effects on communication. Survey of management considerations, sensory devices, speech reading, and auditory training. Prerequisite: CSD 271.

CSD 274. D2: Culture of Disability. 3 Credits.
Focus on theoretical questions of how societies understand disability and its consequences for social justice, by examining the biological, social, cultural, political, and economic determinants in the societal construction of disability. Prerequisite: Junior/Senior/Graduate Prerequisite: Junior, Senior, or Graduate standing. Cross-listed with: EDSP 274.

CSD 281. Intro Cognitive Neuroscience. 3 Credits.
This course introduces students to the organization, structures and functions of the human central nervous system. Higher cognitive and linguistic behaviors are emphasized. Prerequisite: Human Biology course such as BIOL 004 or ANPS 019.
CSD 287. D2: Mindfulness & Helping Skills. 3 Credits.
This course introduces the students to key elements of mindfulness practice, basic listening and counseling skills, and how to apply them in work and life. Prerequisite: Instructor permission.

CSD 290. Internship. 1-18 Credits.
An on-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded.

CSD 293. Independent Study. 1-18 Credits.
A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded.

CSD 295. Advanced Special Topics. 1-18 Credits.
Advanced Special Topics Advanced courses of seminars on topics beyond the scope of existing departmental offerings. See Schedule of Courses for specific titles.

CSD 296. Advanced Special Topics. 1-18 Credits.
See Schedule of Courses for specific titles. Undergraduate only.

CSD 297. Teaching Assistantship. 1-3 Credits.
Undergraduate student service as a teaching assistant, usually in an introductory level course in the discipline, for which credit is awarded.

CSD 298. Undergraduate Research. 1-6 Credits.
Undergraduate student work on individual or small research projects under the supervision of a faculty member, for which credit is awarded.

CSD 299. Autism Spect Dis: Assess & Interv. 3 Credits.
Discusses knowledge/research regarding assessment of and interventions for individuals with ASD related to and use of evaluation tools, and implementation of communication, social interaction and play skills. Prerequisite: Junior, Senior or Graduate standing.