

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

<http://www.uvm.edu/cnhs/csd/> (<http://www.uvm.edu/~cnhs/csd/>)

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 start with an introduction to the types of communication disorders that occur and how they impact people's lives. A series of courses present core concepts from 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 speech; and how communication develops from infancy to adulthood. Students also 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:

- 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

- Autobiographical memory and narrative discourse development in autism
- The use of neuroimaging techniques (EEG and MRI) to examine cognitive processing in individuals with autism, particularly in language and narrative comprehension domains
- The development of psychometrically sound measures of social cognition and speech production skill
- Articulatory movement patterns using electromagnetic articulography equipment in healthy and disordered populations
- The emotional reactivity and regulatory abilities of people who stutter
- The use of Virtual Reality environments to create social situations in a controlled setting for the study of social anxiety in stuttering
- Typical and atypical changes in communication and cognition associated with aging and central nervous system disorders
- Functional Near Infrared Spectroscopy (fNIRS) and Cognitive-Motor Interference for tracking cortical and cognitive function in Multiple Sclerosis
- The assessment and treatment of communication challenges following traumatic brain injury
- Speech development disorders in children with neurodevelopmental syndromes
- Early indicators of suspected Childhood Apraxia of Speech

Students are exposed to clinical resources in the professions of speech-language pathology and audiology - two closely related areas - through guided observations in the Eleanor M. Luse Center for Communication. Special opportunities include clinical internships in either area. High-performing CSD juniors may be invited to apply for early acceptance into the UVM graduate program in speech-language pathology. There are a number of factors that are considered for qualification each year (e.g., GPA, expected space in the graduate class, etc.), but this process potentially accelerates and simplifies the UVM graduate admissions process.

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, A.S. Behavioral Science, or A.S. Health Science) 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. (<http://catalogue.uvm.edu/undergraduate/nursingandhealthsciences/communicationsciencesanddisorders/communicationsciencesbs/>)

MINORS**COMMUNICATION SCIENCES AND DISORDERS
MINOR**

Communication Sciences and Disorders
(<http://catalogue.uvm.edu/undergraduate/nursingandhealthsciences/communicationsciencesanddisorders/communicationsciencesminor/>)

GRADUATE

Communication Sciences and Disorders M.S.

Interprofessional Health Sciences Ph.D.

See the online Graduate Catalogue (<http://catalogue.uvm.edu/graduate/>) 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 025. D2:Comm Diff & Dis in Media. 3 Credits.

Analysis of the portrayal of individuals with communication differences and disorders in the media and how this influences our perceptions and opinions. Guest speakers, shared experiences, classroom discussions, and the viewing of popular films.

CSD 090. Internship. 1-3 Credits.

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. Offered at department discretion.

CSD 092. 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. Offered at department discretion.

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 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 099. Intro Topics in Clin Aud & SLP. 3 Credits.

Introduces students to the professions of audiology and speech language pathology. Covers health care related topics relevant to professional practice when working with individuals with communication disorders. Guided observations will introduce specific clinical skills along with their application in practice. Prerequisite: Communication Sciences and Disorders major.

CSD 101. Speech & Hearing Science. 0 or 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: Minimum Sophomore standing; Communication Sciences & Disorders, Education major or minor, Neuroscience major; or Instructor permission.

CSD 122. Clinical Phonetics. 0 or 4 Credits.

Transcription of speech using the International Phonetic Alphabet. Speech sound disorders, development, universals, dialects, coarticulation, connected speech, prosody and second-language learning. Prerequisite: Three credits in Communication Sciences and Disorders or Linguistics.

CSD 190. Internship. 1-18 Credits.

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 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. Adv Topics in Clin Aud & SLP. 3 Credits.

Provides advanced exploration of the professions and clinical work of audiologists and speech language pathologists. Skills and knowledge related to ethical issues, person/family centered care, and cultural competence are practiced. Guided observations review specific clinical skills along with their application in practice. Prerequisite: CSD 099; Sophomore standing. Pre/Co-requisite: CSD 020.

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. Working with Speech Disorders. 3 Credits.

Speech language pathology assistants' roles in schools working with speech disorders; 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. Working with Lang Disorders. 3 Credits.

Evidence-based practice and response to intervention strategies, screening and intervention for language differences; diverse populations. Complete 50 hours practicum. Prerequisite: CSD 225.

CSD 262. Measurement of Comm Processes. 4 Credits.

This course will acquaint students with the principles, methods, and problems of psychometrics as applied to the screening and diagnosis of communication processes. Students will describe, critique, and create assessments for reliable and valid measurements of communicative skills. Prerequisites: CSD 199 or Instructor permission. Pre/Co-requisites: CSD 199.

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 multiple determinants of the societal construction of disability. Prerequisite: One of the following: EDSP 117, CSD 101, ASL 195, Graduate standing, or by Instructor permission. 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 one of the following: BIOL 003, BIOL 004, BCOR 11, BCOR 12, or ANPS 019.

CSD 290. Internship. 1-18 Credits.

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 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: Minimum Junior standing.