



Communication Sciences and Disorders Undergraduate Student Handbook B.A. Program

(Revised September 2026)

CONTENTS

<i>Welcome to New CSD Students!</i>	3
<i>Departmental Information</i>	4
Administrative Staff	4
Faculty.....	4
Academic Requirements.....	5
Requirements for Transfer Students.....	6
Requirements for Honors College Students.....	6
Accelerated B.A./M.A. Program.....	6
Student Conduct Policy.....	7
Consequences of Conduct Violations.....	7
<i>Appendix A - Plan of Study for students entering From Fall 2023 On</i>	10
<i>Appendix B - Restrictive Major Requirements for the B.A. in Communication Sciences & Disorders</i>	12
<i>Appendix C - Cognate/Related Area Course Requirements for Communicative Disorders</i>	13
<i>Appendix D - Honors Student Advisement Sheet</i>	15
<i>Appendix E - B.A./M.A. Accelerated Advisement Sheet</i>	17
<i>Appendix F- Overview of Learning Modalities for Undergraduate Courses</i>	20

WELCOME TO NEW CSD STUDENTS!

Welcome to the undergraduate program in the Department of Communication Sciences and Disorders! We hope that you will find your experience here to be pleasant, challenging, and rewarding.

The Communication Sciences and Disorders ***Undergraduate Student Handbook*** is intended as a supplement to the following important sources of information which are available online:

- ◆ WCU's current [Undergraduate Catalog](#)

The *Handbook* has been prepared to provide students with an overview and a guide to useful information about the Department and about the Bachelor of Arts (BA) degree program in Communication Sciences and Disorders. We ask that you keep this *Handbook* throughout your association with the Department and with your personal professional records. The information will be helpful in planning and recording your progress through the undergraduate program, and it may be useful later for documenting aspects of the BA experience. Additionally, we ask that you bring this *Handbook* to all scheduling conferences with your academic advisor.

Please note that the *Communication Sciences and Disorders Handbook* is updated at least once a year while WCU's *Undergraduate Catalog* is updated once every two years. If you find a discrepancy between the two, please ask your academic advisor for clarification.

You are also encouraged to check with your academic advisor once a semester to verify that your date of graduation is on track. **The faculty is here to support you, but the responsibility for completing all requirements, for conforming to current policies, and for meeting all deadlines is ultimately your own.**

The faculty of the Department of Communication Sciences and Disorders look forward to a rewarding association with you. We hope that you will take advantage of all that our Department and the University have to offer.

DEPARTMENTAL INFORMATION

Department Department of Communication Sciences and Disorders
Mailing Address: West Chester University
 West Chester, PA 19383

Location: 201 Carter Drive
 West Chester, PA 19383

Phone (610) 463 - 3401

FAX: (610) 436 - 3388

Website: Communication Sciences and Disorders
<https://www.wcupa.edu/healthSciences/commDisorder/>

Administrative Staff

Name	Administrative Position	Office	Phone	E-mail
Valerie Collins	Department Secretary	406	610-436-3401	VCollins295@wcupa.edu
Jacqueline Johnson	Speech & Hearing Clinic Administrative Assistant	402	610- 436-3402	JJohnson@wcupa.edu

Faculty

Name	Academic Position	Office	Phone	E-mail
Heather Forbes, Ph.D., CCC-SLP, BCBA	Assistant Professor	418	(610) 436-3218	HForbes@wcupa.edu
Elizabeth Grillo, Ph.D., CCC-SLP	Professor, ASHA Fellow PGP Coordinator	413	(610) 436-2132	EGrillo@wcupa.edu
Timothy Huang, Ph.D., CCC-SLP	Associate Professor, BA Coordinator, NSSLHA Advisor	414	(610) 436-3403	CHuang@wcupa.edu
Sojung Kim, Ph.D., CCC-SLP	Professor, Department Chairperson, Accelerated Program Coordinator	408	(610) 436-2367	SKim@wcupa.edu
Sarah Moreau, M.A., CCC-SLP	Assistant Professor, Director of Clinical Education	409	(610) 436-3436	SMoreau@wcupa.edu
Patricia Swasey Washington, Ph.D., CCC-SLP	Associate Professor, BECS Coordinator, Assessment Coordinator	415	(610) 436-3404	PSwaseyWashington@wcupa.edu
Reva M. Zimmerman, Ph.D., CCC-SLP	Associate Professor, Graduate Coordinator	407	(610) 436-2588	RZimmerman@wcupa.edu

Academic Requirements

The Bachelor of Arts (BA) degree in Communication Sciences and Disorders (CSD) is a pre-professional degree that provides students with basic knowledge of human communication and disorders of communication to prepare for a career in audiology, speech-language pathology, speech and hearing science, or general health science. [Appendix A](#) offers a full plan of study for the CSD major, and [Appendix F](#) provides an overview of various learning modalities in the fall and spring semesters as well as in the summer term. For completion of a degree in CSD, the following requirements must be met:

1) Restrictive Major Requirement (RMR)

Prior to matriculation into the major, students must complete all designated RMR courses with a “C” or better (see [Appendix B](#)). The RMR courses are entry-level courses comprised of both CSD and general education courses. Success in these courses is critical for long term success within the major. In addition to the letter grade requirement of a “C” or better, students must earn a cumulative GPA of at least a 3.0 across all RMR courses, without using more than three repeats across the CSD courses (CSD 101, CSD 106, CSD 203, and CSD 207).

2) Letter Grade Requirement

Following matriculation into the major, all CSD courses within the major must be completed with a grade of “C” or better. Grades of “C-”, “D”, or “F” earned in major CSD courses must be repeated the next time the course is offered and raised to a “C” or better.

3) Cognate Areas

In addition to the major requirements offered by the CSD department, all students entering the major in Fall 2023 must complete courses from four cognate areas. These are courses from both inside and outside the major that have been identified to increase your understanding of communication disorders and health science. Students must complete at least one course within the following cognate areas:

1. Research Skills
2. Human Communication
3. Linguistics
4. Human Development

Please note that students who entered the major before Fall 2023 are required to complete an additional two cognate areas: (5) Human Behavior and Service and (6) Human Abnormalities. A list of cognate area courses for students entering the major from Fall 2023 onward can be found in [Appendix C](#). Please note that this list is continually updated, and it is recommended that you consult with your advisor prior to selecting any cognate course.

4) Graduation Requirements

To graduate with a BA in Communication Sciences and Disorders, students must meet the following criteria:

- Students must attain both an overall and major GPA of at least 2.5 by the time of graduation.
- Students must have completed all general education requirements specified in the WCU Academic Catalog for the year the student was most recently accepted into WCU.
- Students must have completed all courses required by the major/minor, including all supporting (cognate) courses.

- Students must have completed all degree requirements within the semester in which they intend to graduate.
- Students must fulfill the resident credit requirement. This requires at least 30 of the last 60 credits be earned at WCU and at least 50% of the major/minor be earned at WCU, excluding cognate courses.
- Students must clear all holds and financial obligations to the University, including payment of the graduation fee, the return of any University property, and any other obligations.
- Students must complete and compile all academic requests, including applying for graduation through RamPortal, by the deadline posted on the Office of the Registrar's website.

We recommend that each student track individual progress using the plan of study in Appendix A. Furthermore, students can follow their individual degree completion using the Degree Audit under RamPortal. Information on accessing your degree audit can be found here: <https://www.wcupa.edu/academicEnterpriseSystems/student-system-modernization/documents/degree-audit-students.pdf>

Requirements for Transfer Students

Students who transfer into the CSD program are required to meet all requirements as defined above. Students transferring from an outside major into CSD must have a GPA of at least 2.5 prior to matriculating into the CSD program. In addition to the outlined requirements, students must complete an "Academic Plan Change Request" via RamPortal. **This must be completed once all RMR requirements have been met.** Instructions for completing the Academic Plan Change Request can be found here: <https://www.wcupa.edu/registrar/documents/SubmitanAcademicPlanChangeRequest.pdf>.

Requirements for Honors College Students

Students enrolled in the honors college must complete both the requirements as defined by the CSD program and by the Honors College. Please note that substitutions may be available due to HON course overlap. Consult with your advisor to discuss situations where this may be the case. The advisement plan for honors students can be found in [Appendix D](#).

Accelerated B.A./M.A. Program

The accelerated B.A. in CSD to M.A. in Speech-Language Pathology enables students to prepare for a career in Speech-Language Pathology at a more focused rate. This program allows students to move seamlessly from an undergraduate to graduate program with no loss of credits. The estimated timeline for completion on the accelerated track is five years.

Admission to the accelerated program is competitive. Students must not have any record of violation of the WCU Conduct Policy, American Speech-Language-Hearing Association (ASHA) Code of Ethics, and/or other relevant professional standard. To be considered for the program, students must have attained (completed) 72 credits and have a minimum cumulative GPA of 3.7 and a minimum major GPA of 3.7. Students in the accelerated program can substitute up to 12 credits of graduate coursework for electives that satisfy the B.A. program requirements. Students considering the accelerated program are advised of the following undergraduate course recommendations:

- For students who do not have any AP or college credits, they are encouraged to take 2 credits of electives during the first fall semester to complete 18 credits, avoiding summer or winter class(es).
- Students may take PSY 100 to satisfy Behavioral and Social Science and Ethics simultaneously.
- Students may take PHI 180 to satisfy Humanities and Ethics simultaneously.
- Students may take MAT 121 or MAT 125 to fulfill General Education MAT and Area 1 Research requirements simultaneously.

- To complete the Diverse Communities (J) requirement, students should (1) take CSD 270 to satisfy Area 2 or (2) find one Foreign Language Culture Cluster course that satisfies the J requirement.
- For students who entered the major in Fall 2023 and prior, they should take PSY/RUX 215 to satisfy Area 5 and Speaking-emphasis course simultaneously.
- For students who entered the major in Fall 2023 and prior, they should take SOC 350 to satisfy Area 6 and Interdisciplinary (I) requirements simultaneously.
- The B.A. degree in CSD is conferred at the end of fall semester in Year 4.

The plan of study for the Accelerated B.A./M.A. program can be found in [Appendix E](#).

Student Conduct Policy

A goal of the Department of Communication Sciences and Disorders is to prepare students for a successful career as speech-language pathologists. Part of this effort includes attention to patterns of conduct that are appropriate in academic and clinical settings, including the following:

- Interaction with the instructor: The student promotes a professional and effective relationship with the instructor; is willing to accept constructive written and/or verbal feedback from the instructor.
- Interaction with other departmental, college, and/or support staff: The student maintains a professional relationship, shows respect, and values the positions of faculty and support staff.
- Personal appearance, mannerisms, and values: The student dresses appropriately to the situation and learning environment; conducts themselves professionally in speech through appropriate verbal, written, and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth of others and dignity in others; and works effectively with peers in collaborative ways.
- Adherence to class policies: The student is punctual; and observes schedules, regulations, and expectations of the university-student relationship.
- Attendance and responsibility: The student is reliable and regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; and demonstrates attentive behaviors during class discussion and lecture presentations.
- Level of preparedness: The student shows evidence of being well-prepared for class academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; and demonstrates appropriate professional content in assignments.

Consequences of Conduct Violations

To protect the rights of students and faculty (academic and clinical), due process procedures will be followed when a complaint regarding behavior is alleged. These procedures are consistent with those described under “[Academic Policies and Procedures](#)” in the **Undergraduate Student Handbook** and in the *Student Code of Conduct* in the **Ram’s Eye View**. Student and faculty are obligated to adhere strictly and consistently to the following procedural hierarchy:

Step 1: When a faculty member observes a conduct violation, they will inform the student that a conduct violation has been observed and discuss the violation with the student. The discussion should include the following elements:

- an objective behavioral description of the violation
- an opportunity for the student to provide their perspective on the violation
- a plan to avoid a similar violation (or perception thereof) in the future

Preferably, this discussion should be a supportive one between the student and the faculty member.

In unusual circumstances when the faculty member has objective reasons, the faculty member may invite a third person to join the conversation. The third person must be selected from the following hierarchy: Academic Advisor, BA Coordinator, Chairperson. If a third person is invited to the meeting, the student must be informed in advance and must

be provided with the opportunity to invite an advocate. During the meeting, the second faculty member and the advocate will serve as passive observers and refrain from participating in the discussion. The overarching goal of this meeting is to turn the apparent conduct disorder into a learning opportunity for both the student and the faculty member. If the tone of the meeting escalates in a negative manner, the student or the instructor may terminate the meeting and request a follow up at Step 2.

At the end of Step 1 whether the conduct violation was discussed between the student and the faculty member or whether it was discussed between the student, faculty member, and third party, the faculty member will send a summary of the contents of the meeting to the student with a copy to the student's academic advisor. This summary will **not** be placed in the student's academic file. However, if an academic advisor receives more than one summary of a meeting at step 1 for the same student, the potential for a pattern of inappropriate conduct will be discussed at the following faculty meeting.

Step 2: If the faculty member and the student are unable to resolve the problem at Step 1, the student should be referred to their academic advisor for further discussion of the conduct issue. With the advice of the academic advisor, the student or faculty member may then request a meeting with the BA Coordinator. This meeting will be attended by the student, the faculty member who initiated the complaint, and the academic advisor. The purpose of this meeting is to provide the BA Coordinator with an opportunity to mediate and recommend further action. The possible outcomes of this meeting may include:

- Dismissal of the complaint
- A plan for remediation with the student and faculty member
- A written recommendation for remediation to be placed in the student's department file
- Follow-up to ensure completion of the remediation plan with the student and the faculty member.
- Documented completion of the remediation plan in the student's academic file

If the advisor recommends that the problem be brought to the attention of the BA Coordinator, then the BA Coordinator will oversee all events at Step 2. If the BA Coordinator is the faculty member who initiated the complaint, the Department Chairperson will oversee the Step 2 process.

Step 3: If the problem is not resolved with Step 2, then the instructor or the student may bring the issue to the Department Chair. The possible outcomes of this meeting may include:

- Dismissal of the complaint
- In cases of extreme ethical violations, such as cheating or plagiarism, a recommendation that the student be dismissed from the program.
- Completion of remediation activity as outlined above in Step 2

Step 4: If the student disagrees with the decision of the Department Chairperson, they may then appeal the decision to the Associate Dean of the College of Health Sciences. The Associate Dean's decision should be considered final unless other provisions are available as per University policy.

APPENDIX A - PLAN OF STUDY FOR STUDENTS ENTERING FROM FALL 2023 ON

Undergraduate Student Plan for a B.A. in Communication Sciences and Disorders				
	Student Name:	WCU ID		
Course Name	Credit Hours	Semester Taken	Grade	
GENERAL EDUCATION REQUIREMENTS (75+ credits) (See Undergraduate Catalog for options for each requirement)				
ACADEMIC FOUNDATIONS (18 credits)				
First Year Experience Course (FYE)				
100 - Level Writing Course				
200 - Level Writing Course				
100 - Level Math Course (MAT 103 or above)				
Diverse Communities Core (J)				
Interdisciplinary Course (I)				
SPEAKING EMPHASIS REQUIREMENT (9 credits) SPK 208 or SPK 230 plus two additional courses, one of which must be at 300/400 level				
Ethics Requirement (3 credits)				
SCIENCE (Two courses in two different areas for 6 credits)				
Biology (required by ASHA)				
Chemistry/Physics (required by ASHA)				
BEHAVIORAL AND SOCIAL SCIENCE (Two courses in two different areas for 6 credits)				
PSY 100 (Recommended)				
HUMANITIES (Two courses in two different areas for 6 credits)				
ARTS (3 credits)				

ELECTIVES (12+ credits)

The number of electives is dependent on semester hours needed to meet 120 credits for graduation and semester hours needed to complete the language requirement.

Elective/Minor/Double Major			
Elective/Minor/Double Major			
Elective/Minor/Double Major			
Elective/Minor/Double Major			
Elective/Minor/Double Major			
Elective/Minor/Double Major			
Elective/Minor/Double Major			
Elective/Minor/Double Major			

FOREIGN LANGUAGE - Complete language courses through 202 level OR complete language through 102 level, then take 3 culture cluster courses related to the language studied. For culture clusters, at least two different prefixes are required. The 201 level may serve as one cultural cluster course. Students are NOT permitted to use a gen ed distributive course to simultaneously fulfill a culture cluster requirement.

Foreign Language			
Foreign Language			
Foreign Language			
Foreign Language			
Foreign Language			
Foreign Language			
Foreign Language			

COMMUNICATION SCIENCE AND DISORDERS MAJOR REQUIREMENTS (45 credits)**COGNATE/RELATED AREAS- (12 credits)**

One course in each area. However, Area 4 may be fulfilled by two courses. See Appendix C for options.

Area 1: Research Skills				
Area 2: Human Communication				
Area 3: Linguistics				
Area 4: Human Development				

COMMUNICATION SCIENCES AND DISORDERS (33 credits)

A letter grade "C" or above is required for ALL CSD courses.

The CSD and GPA cum minimum must be at least a 2.50.

CSD 101 - Introduction to Communicative Disorders			
CSD 106 - Anatomy of Speech and Hearing Mechanisms			
CSD 203 - Speech and Hearing Science			
CSD 204 - Speech and Language Development			
CSD 207 - Introduction to Phonetics			
CSD 208 - Neurology of Speech & Hearing			
CSD 329 - Speech & Voice Disorders			
CSD 333 - Language Disorders			
CSD 337 - Professional Issues in CSD			
CSD 346 - Hearing Disorders			
CSD 350 - Clinical Principles in Communicative Disorders			

APPENDIX B - RESTRICTIVE MAJOR REQUIREMENTS FOR THE B.A. IN COMMUNICATION SCIENCES & DISORDERS

Student Name (Last Name, First Name): _____

Restrictive Major Requirement (RMR)

Students who wish to remain in or to transfer into CSD must do all of the following:

- Complete all the RMR courses listed below
- Receive a “C” or better in each RMR course
- Earn a cumulative GPA of at least a 3.0 across all RMR courses
- Students may not use more than a total of three repeats across the CSD courses to satisfy RMR (CSD 101, CSD 106, CSD 203, and CSD 207).

RMR Courses

Restrictive Major Course Requirements	Semester Hours	Semester Year	Number of Times Course Taken	Course Grade
General Education Courses				
WRT __ (choose any 100-level course)	3			
MAT__ (any 103 or above, excluding 121)	3			
WRT__ (choose any 200-level course)	3			
Cognate/ Related Area Course				
LIN230	3			
Major Courses				
CSD 101	3			
CSD 106 (prerequisite: CSD 101)	3			
CSD 203 (prerequisite: CSD 101)	3			
CSD 207 (prerequisite: CSD 101)	3			
Cumulative GPA across all RMR courses =				

APPENDIX C - COGNATE/RELATED AREA COURSE REQUIREMENTS FOR COMMUNICATIVE DISORDERS

Updated August 2026

NOTE: Students entering Fall 2023 and later only need to take classes in Areas 1-4, although courses listed under Areas 5 and 6 are recommended as electives.

Area 1 – RESEARCH SKILLS – Choose one:			
Course Name & Number (Prerequisites)	Course Attribute s	Term(s) Offered	DE?
MAT 121 – Statistics (includes SPSS, please consult your advisor)*		F, Sp, Su, W	?
MAT 125 – Intro to Statistics and Probability (moves faster than MAT 121)*		F, Sp	
PSY 245 – Statistics for the Behavioral Sciences (MAT 103 or higher)		F, Sp, Su	?
SOC 321 – Statistics in Sociological Research (SOC 100)		F	
Area 2 - HUMAN COMMUNICATION BEHAVIOR AND THEORY – Choose one:			
Course Name & Number (Prerequisites)	Course Attribute s	Term(s) Offered	DE?
CSD 270 – Intro to Augmentative and Alternative Communication	J	F, Sp, Su	?
COM 213 – Public Communication Theory*		F, Sp	?
COM 214 – Relational Communication Theory		F, Sp	
COM 215 – Organizational Communication Theory		F, Sp, Su, W	?
COM 295 – Communication and Disability	ASL, F	F, Sp	
ENG 331 – Structure of Modern English (LIN 230)			
ENG 340 – Sociolinguistic Aspects of English (LIN 230)			
SOC 302 – Sociology of Everyday Life (SOC 200)		Su	
SOC 333 – Self and Society (SOC 200)		F	
SOC 335 – Racial and Cultural Minorities (SOC 200)		F	
Area 3 – Linguistics			
Course Name & Number (Prerequisites)	Course Attribute s	Term(s) Offered	DE?
LIN 230 Intro to Linguistics*		F, Sp, Su	
Area 4 - HUMAN DEVELOPMENT – LIFESPAN – Choose either plan A or Plan B			
Course Name & Number (Prerequisites)	Course Attribute s	Term(s) Offered	DE?
Plan A – Choose one:			
HEA 206 – Human Development*		F, Sp, Su	

Area 1 – RESEARCH SKILLS – Choose one:			
PSY 210 – Developmental Psychology: Lifespan* (PSY 100)		F	?
Plan B – two courses are required (Choose 1 course from B1 and 1 course from B2):			
B1 – HUMAN DEVELOPMENT: INFANCY THROUGH ADOLESCENCE			
PSY 382 – Infant, Child, and Adolescent Development (PSY 100)		F, Sp, Su, W	?
SWO 350 – Human Behavior in Social Environment I		F, Sp	?
B2 – HUMAN DEVELOPMENT: ADULTHOOD			
PSY 384 – Adult Development (PSY 100)	W	F, Sp	
SOC 364 – Sociology of Aging (SOC 200)		Sp	
SWO 351 – Human Behavior and Social Environment II	J	F, Sp	?

KEY. * = Recommended for Honors Students; Course Attributes: A = Arts; ASL = ASL culture cluster; ET = Ethics; F = Foreign language culture cluster; I = Interdisciplinary; J = Diverse Communities; SD = Science; SE = Speaking Emphasis; W = Writing Emphasis; Term(s) Offered: F = Fall; Sp = Spring; Su = Summer; W = Winter; DE = Distance education option; ? = Possibly.

APPENDIX D - HONORS STUDENT ADVISEMENT SHEET

Honors Undergraduate Student Plan for a B.A. in Communication Sciences and Disorders				
Student Name:		WCU ID		
Course Name	Course Number	Semester Taken	Credit Hours	Grade
HONORS CORE COURSES				
Self-Awareness (FYE)	HON 100			
Public Discourse (SE)	HON 211			
Ethics & Technology (Humanities, Ethics)	HON 212			
Community Change	HON 310			
Stewardship & Civic Responsibility (Humanities, SE)	HON 311			
Public Opinion (Beh. Soc.)	HON 313			
Environment Systems (Science)	HON 314			
Community & Arts (Arts)	HON 315			
MAT Requirement	MAT 103 or higher			
SCI Requirement				
DIVERSE COMMUNITIES REQUIREMENT (DIV)				
Select either HON 312 or HON 322				
Education Systems (Beh. Soc.)	HON 312			
Leading Change with English Language Learners (Beh. Soc.)	HON 322*			
HONORS SEMINARS (Must complete two)				
Two HON seminars at the 320 level or higher (except 322)				
Personal Leadership Development (W, INT)	HON 352			
(W, INT)				
CAPSTONE PROJECT				
Capstone Project (Ethics, SE, W)	HON 490			
CSD FOUNDATION COURSES				
ASHA requires a course in psychology, biology, and either chemistry OR physics				
Introduction to Psychology	PSY 100			
Biological Science (BIO)				
Physical Science (CHE or PHY)				
FOREIGN LANGUAGE				
Option 1: Complete one course at the 202 level or higher				
Option 2: Complete a course at the 102 level and 3 approved culture cluster courses in the same language area				

APPENDIX E - B.A./M.A. ACCELERATED ADVISEMENT SHEET (FALL 2023 ON)

Undergraduate Student Plan for a B.A. in Communication Sciences and Disorders (Accelerated)				
	Student Name:	WCU ID		
	<i>Course Name</i>	<i>Credit Hours</i>	<i>Semester Taken</i>	<i>Grade</i>
GENERAL EDUCATION REQUIREMENTS				
ACADEMIC FOUNDATIONS				
First Year Experience Course (FYE)				
100 - Level Writing Course				
200 - Level Writing Course				
100 - Level Math Course (MAT 103 or above)				
Diverse Communities Core (J) - should double with Area 2 (CSD 270) or Language Culture Cluster				
Interdisciplinary Course (I) - No I course may be used to fulfill any other general education requirements				
SPEAKING EMPHASIS REQUIREMENT See Undergraduate Course Catalog for Options				
SPK 208/230 plus two additional courses, one of which must be at 300/400 level (9 credits total)				
SPK 208/230				
PSY/RUX 215 (Recommended)				
Ethics Requirement (3 credits total) See Undergraduate Course Catalog for Options				
PHI 180 (Recommended)				
SCIENCE (Two courses in a minimum of 2 different areas for a total of six hours) See Undergraduate Course Catalog for Options				
Biology (required by ASHA)				
Chemistry/Physics (required by ASHA)				
BEHAVIORAL AND SOCIAL SCIENCE (Two courses in a minimum of 2 different areas for a total of six hours) See Undergraduate Course Catalog for Options				
PSY 100 (Recommended)				
PHI 180 (Recommended)				
HUMANITIES (Two courses in a minimum of 2 different areas for a total of six hours) See Undergraduate Course Catalog for Options				
LIT 165 (Recommended)				

ARTS (One course for a total of 3 semester hours): See Undergraduate Course Catalog for Options			
FOREIGN LANGUAGE - Complete language courses to the XXX202 level OR complete language to XXX102 level, then take 3 culture cluster courses related to the language studied. For culture clusters, at least two different prefixes are required.			
Foreign Language			
Foreign Language			
Foreign Language			
Foreign Language			
Foreign Language			
COMMUNICATION SCIENCE AND DISORDERS MAJOR REQUIREMENTS (51 semester hours)			
COGNATE/RELATED AREAS (12 semester hours) One course is required in each area. The exception is Area 4, which may be met by two courses. See the Cognate Area Form for Options			
Area 1: Research Skills			
Area 2: Human Communication			
Area 3: Linguistics			
Area 4: Human Development			
COMMUNICATION SCIENCES AND DISORDERS (33 semester hours) A grade of "C" (2.0) or above is required in ALL CSD courses. The CSD and GPA cum minimum must be at least a 2.5.			
CSD 101 - Introduction to Communicative Disorders			
CSD 106 - Anatomy of Speech and Hearing Mechanisms			
CSD 203 - Speech and Hearing Science			
CSD 204 - Speech and Language Development			
CSD 207 - Introduction to Phonetics			
CSD 208 - Neurology of Speech & Hearing			
CSD 329 - Speech & Voice Disorders			
CSD 333 - Language Disorders			
CSD 337 - Professional Issues in CSD			
CSD 346 - Hearing Disorders			
CSD 350 - Clinical Principles in Communicative Disorders			
SPEECH-LANGUAGE PATHOLOGY DEGREE REQUIREMENTS			
DIDACTIC COURSEWORK (36 semester hours)			
SLP 501 - Foundations of Research			
SLP 511 - Language Disorders I			
SLP 512 - Language Disorders II			

SLP 515 – Adult Neurogenic Speech Disorders			
SLP 516 – Adult Neurogenic Language and Cognitive Disorders			
SLP 523 – Voice Disorders			
SLP 524 – Fluency Disorders			
SLP 526 – Articulation and Phonology			
SLP 543 – Aural Rehabilitation			
SLP 545 – AAC			
SLP 570 – School Speech-Language Pathology			
SLP 575 – Medical Speech-Language Pathology			
SLP 582 – Dysphagia			
CLINICAL COURSEWORK (24 semester hours)			
SLP 551 – Clinical Practicum			
SLP 551 – Clinical Practicum			
SLP 551 – Clinical Practicum			
SLP 552 – Medical Affiliation			
SLP 553 – School Affiliation			
ELECTIVES			

APPENDIX F – OVERVIEW OF LEARNING MODALITIES FOR UNDERGRADUATE COURSES FROM FALL 2024 ON

	Fall	Spring	Summer
CSD 101	In-Person	In-Person	Asynchronous
CSD 106	Asynchronous	In-Person	
CSD 203	Hybrid Asynchronous	In-Person	
CSD 204	Hybrid	Hybrid	Asynchronous
CSD 207	In-Person	In-Person	Asynchronous
CSD 208	In-Person	Synchronous	
CSD 329	In-Person	Asynchronous	
CSD 333	Asynchronous	Hybrid	
CSD 337	Asynchronous	Asynchronous	
CSD 346	Synchronous	Synchronous	
CSD 350	In-Person	In-Person	Asynchronous