

# CSUSM Bachelor of Science in Speech-Language Pathology\*

## Course List:

### Required Lower-Division Prep Courses (15 units)

Introduction to CSD/CD in Media	SLP 150 or SLP 175 (3)
Hearing Disorder and Measurement	SLP 201 (3)
Evidence Based Practice	SLP 222 (3)
Language Acquisition and Assessment for Practitioners	SLP 251 (3)
Statistics	MATH142 (3)

### Required Upper-Division General Education Courses (9 units)

Science of Speech and Hearing (UDGE: BB)	PHYS 357 (3)
Learning through the Arts(UDGE: CC)	VPA 321 (3)
Applications in Child and Youth Development (UDGE: DD)	EDUC 380 (3)

### Required Major Courses (51 units)

Anatomy and Physiology of the Speech and Hearing Mechanism	SLP 320 (3)
Intro to Health-Related Professions	SLP 350 (3)
Literacy Development / Assessment in Multilingual Populations	SLP 352 (3)
Role of Cultural Diversity in Schooling	SLP 364 (3)
Clinical Phonetics and Analysis of Disordered Speech for SLPs	SLP 391 (3)
Professional Speaking and Presentations	SLP 400 (3)
Professional Report Writing for SLPs	SLP 401 (3)
Diagnostics in SLP	SLP 450 (3)
Professional Aspects of SLP	SLP 451 (3)
Introduction to Clinical Practice	SLP 452 (3)
Speech Development and Disorders	SLP 461 (2)
Voice and Fluency Disorders	SLP 463 (3)
Developmental Language and Literacy Disorders Adult	SLP 471 (3)
Neurogenic Communication Disorders Seminar in Audiology	SLP 473 (3)
Neural Correlates for Speech, Language, & Swallowing	SLP 481 (3)
Functions	SLP 491 (3)
Swallowing Disorders	SLP 492 (1)
Capstone	SLP 495 (3)

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## Fall Admissions\*

### Course Sequence:

#### Full-Time 2-year program

#### Year 1:

##### Fall Semester: 15 units

SLP 150 or SLP 175	Introduction to CSD / CSD in Media	3
SLP 201	Hearing Disorder and Measurement	3
SLP 222	Evidence Based Practice	3
SLP 251	Language Acquisition and Assessment for Practitioners	3
MATH 142	Introduction to Statistics	3

##### Spring Semester: 15 units

EDUC 380	Applications in Child and Youth Development	3
SLP 391	Clinical Phonetics and Analysis of Disordered Speech for SLPs	3
SLP 352	Literacy Development / Assessment in Multilingual Populations	3
SLP 364	Role of Cultural Diversity in Schooling	3
SLP 320	Anatomy and Physiology of the Speech and Hearing Mechanism	3

##### Summer Semester: 11 units

Session I		
PHYS 357	Science of Speech and Hearing	3
SLP 491	Neural Correlates for Speech, Language & Swallowing Functions	3
Session II		
SLP 471	Developmental Language and Literacy	3
SLP 461	Disorders Speech Development and Disorders	2

#### Year 2:

##### Fall Semester: 18 units

SLP 400	Professional Speaking and Presentations in SLP	3
SLP 481	Seminar in Audiology	3
SLP 401	Professional Report Writing for SLPs	3
SLP 473	Adult Neurogenic Communication Disorders	3
SLP 451	Professional Aspects of SLP	3
EDUC 350	Foundations in Teaching	
or		
SLP 350	Intro Health-Related Professions	3

#### Year 2:

##### Spring Semester: 16 units

VPA 321	Learning through the Arts	3
SLP 450	Diagnostics in SLP	3
SLP 452	Introduction to Clinical Practice	3
SLP 463	Low Incidence Disorders	3
SLP 492	Swallowing Disorders	1
SLP 495	Capstone	3

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## Course Descriptions:

### **SLP 150 (3)**

[Change in prefix (Formerly offered as EDSL 150 and 350)]

#### **Introduction to Communicative Sciences and Disorders**

An orientation to a career in speech-language pathology. An overview of the numerous speech, language, cognitive, swallowing and hearing disorders that speech-language pathologists diagnose and treat. *May not be taken for credit by students who have received credit for SLP 350.*

### **SLP 175 (3)**

[New Course]

#### **Communication Disorders in Literature and Media**

Explores communication disorders as they are portrayed in literature and media. Disorders will be discussed from two perspectives; first the scientific perspective that includes etiology, diagnosis, and treatment as it relates to practice in the field of Speech-Language Pathology. Portrayal of communication disorders in literature and media will be used to explore society's perceptions. Exploration of psychological and functional implications of the disorders on individuals and their families. Reflections on misalignments between stereotypical views, scientific information about disorders and individual experiences portrayed in literature and media.

### **SLP 201 (3)**

[Change in prefix (Formerly offered as EDSL 201)]

#### **Hearing Disorders and Measurement**

Reviews the anatomy of the auditory and vestibular systems and explores peripheral and central disorders which can affect hearing and balance. Classification of disorders of hearing by etiology, location within the auditory systems, and effect on communication. Investigates the current assessments available to evaluate hearing and balance and the results provided by the assessments. *May not be taken for credit by students who have received credit for EDUC 496-2.*

### **SLP 222 (3)**

[New Course]

#### **Evidenced-Based Practice in Speech-Language Pathology**

Provides students with an exploration of EBP in the assessment and treatment of communication and swallowing disorders. Students will learn of the benefits and limitations of EBP in case management.

### **SLP 251 (3)**

[Change in prefix and course number (Formerly offered as EDSL 251 and 351)]

#### **Language Development and Assessment for Practitioners**

This course serves as a general introduction to the study of language acquisition and assessment. Principles of typical and atypical first and second language acquisition will be examined. We will read and explore how theoretical viewpoints and evidence-based

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practice influences our approach to acquisition and assessment of typical and atypical language development. Students will gain “explicit” knowledge in language assessment and analysis techniques of natural speech.

### **SLP 320 (3)**

[Change in prefix and course number (Formerly offered as EDSL 320)]

#### **Anatomy and Physiology of the Speech and Hearing Mechanism**

Explores the anatomy and physiology of speech and hearing including respiration, phonation, resonance, articulation and perception. An introduction to the central and peripheral nervous system also is provided. *Also offered as BIOL 320. Students may not receive credit for both. Enrollment restricted to students who have completed the Lower-Division General Education requirement in Life Science (B2).*

### **SLP 350 (3)**

#### **Intro to Health-Related Professions**

Introduces various health professions, including coverage of the US healthcare system, and current issues in healthcare. Considers career goals, and understanding the education and skills required for various professions.

### **SLP 352 (3)**

[New Course]

**Literacy Development and Assessment for the Speech-Language Pathologist** Provides a speech language pathology perspective on the development, assessment and instruction of reading and writing in English language learners. Focuses on knowledge and skills related to: a culture of literacy, the components and strategies of literacy instruction, literacy assessment to meet individual needs, curriculum-based literacy, and second language literacy development.

### **SLP 357 or PHYS 357 (3)**

[Change in prefix (Formerly offered as EDSL 357)]

#### **The Science of Speech and Hearing**

Provides a foundation in the science of sound as applied to speech and hearing with applications in the field of communicative disorders. Students will learn the fundamental science of the production and perception of sound. The physical and physiological aspects of speech and its measurement will be reviewed. Normal physical processes and principles serve as a framework for understanding abnormal functioning. Clinical applications are used to demonstrate the importance of the science of sound to the clinician. *May not be taken for credit by students who have received credit for PHYS 490-3. Also offered as PHYS 357. Students may not receive credit for both.*

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## **SLP 364 (3)**

[Change in prefix (Formerly offered as EDSL 364)]

### **The Role of Cultural Diversity in Schooling**

Principles of first and second language acquisition (e.g. historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. Required of all credential candidates. Also offered as EDUC 364. Students may not receive credit for both.

## **SLP 391 (3)**

[Change in prefix (Formerly offered as EDSL 391)]

### **Clinical Phonetics and Analysis of Disordered Speech for Speech Language Pathologists**

Description, analysis, and transcription of typically produced and disordered speech sounds. The importance and application of phonetic transcription in the assessment of individuals with communication disorders is examined. Students will learn techniques for citation and intelligibility assessment. Knowledge of typical and disordered development is incorporated to aid in diagnostic and therapy decisions. Students analyze child and adult speech samples to differentially diagnose articulation and phonological disorders.

## **SLP 400 (3)**

[New Course]

### **Professional Speaking and Presentations in Speech Language Pathology**

Focuses on the construction and delivery of informative professional conversations, speeches and presentations in a public arena, as relevant to speech-language pathologists.

## **SLP 401 (3)**

[New Course]

### **Professional Report Writing for Speech-Language Pathologists**

Focuses on the construction and writing of professional and technical correspondence and reports for various SLP professional practice settings. Emphasis will be placed on writing conventions, style, design and format for all aspects of clinical practice.

## **SLP 450 (3)**

[Change in course number (Formerly offered as EDSL 260 and 450)]

### **Diagnostics in Speech-Language Pathology**

Consideration of the general role of evaluation in speech and language therapy with intensive study of diagnostic tests and procedures used to assess communication disorders. *May not be taken for credit by students who have received credit for EDSL 360.*

## **SLP 451 (3)**

[New Course]

### **Professional Aspects of Communicative Sciences and Disorders**

Survey of professional issues that are central to the practice in the field of speech language pathology. Includes theory in counseling, supervision, and behavior management as a basis for

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reflective clinical experience. Introduces the code of ethics, which governs the practice of speech language pathology and explores ways in which these ethical principles guide practice across the lifespan.

### **SLP 452 (3)**

[New Course]

#### **Introduction to Clinical Practice**

Provides an in depth understanding of the expertise and professional skills required to become a Speech-Language Pathologist. Reviews the roles and responsibilities of the SLP, as well as professional and ethical responsibilities for certification and licensure. Will aid in the first steps of career planning to become a speech-language pathologist.

### **SLP 461 (3)**

[New Course]

#### **Speech Development and Disorders**

Applies knowledge of articulation and phonological development to the assessment and intervention of children with speech delay/disorder. Covers theoretical constructs relevant to how we conceptualize developmental speech disorders, explores assessment issues and procedures, and reviews current evidence-based intervention approaches. *Prerequisite: SLP 391.*

### **SLP 463 (4)**

[New Course]

#### **Voice and Fluency Disorders**

Reviews theories and principles in the onset, development and maintenance of stuttering and voice disorders in children and adults. Current best practices in prevention, assessment and treatment will be reviewed through reading research literature for populations across the lifespan. *Prerequisite: SLP/BIOL 320.*

### **SLP 471 (3)**

[New Course]

#### **Developmental Language and Literacy Disorders**

Reviews current theories regarding the underlying etiology of language disorders in infants and children. Uses knowledge and principles from typical communication development to inform assessment and treatment. Emphasis on gathering and analyzing diagnostic information to develop evidence-based treatment plans for infants and children. *Prerequisite: SLP 251.*

### **SLP 473 (3)**

[Change in prefix (Formerly offered as EDSL 473)]

#### **Adult Neurogenic Communication Disorders**

Covers the neuroanatomical and neurophysiological bases of adult human communication and discuss types of brain injuries (i.e. diagnoses) that lead to acquired communication disorders in adults. Covers the linguistic and cognitive-communicative disorders of

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aphasia, right brain dysfunction, traumatic brain injury and dementia. A survey of historical and contemporary literature related to the nature of these communication disorders, including prominent theories will be covered.

### **SLP 481 (3)**

[New Course]

#### **Seminar in Audiology**

Develops skills in conducting a basic audiometric evaluation. Introduces the professional responsibilities of an audiologist, role of the educational audiologist in various practice settings, and the implications of deaf and hard of hearing status on mainstreaming children into classrooms and adults into work-place and social settings. Prerequisite 201.

### **SLP 491 (3)**

[New Course]

#### **Neural Correlates for Speech, Language and Swallowing Functions**

Covers the neurological underpinnings of typical speech, language and swallowing functions across the lifespan. Introduces the role of the peripheral and central nervous system in communication and swallowing functions.

### **SLP 492 (1)**

[New Course]

#### **Swallowing Disorders**

Covers the anatomy and physiology of typical swallowing function across the lifespan. Introduces common etiologies that result in swallowing disorders and reviews the assessment and treatment of these disorders. *Prerequisites: SLP/BIOL 320.*

### **SLP 495 (3)**

[New Course]

#### **Capstone**

Employs team-based learning, application of evidence-based practice to clinical cases, practice of problem-based learning, and inter-professional practices within the field of speech-language pathology. Applies appropriate disciplinary research methods to develop critical thinking skills and professional practice knowledge.

### **MATH 142 (3)**

[New Course]

#### **Basic Statistics**

Covers types of data; descriptive statistics; types of students; probability and sampling distributions; statistical inference; correlation and linear regression; chi-square, t-tests, and F-test; interpretation of the relevance of the statistical findings. Includes the application of technology for statistical analysis from disciplines including business, social sciences, psychology, life science, health science, and education. *Enrollment restricted to students who completed the entry-level mathematics requirement (ELM).*

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## **EDUC 350 (3)**

### **Foundations in Teaching**

Required for all credential candidates. An orientation to careers in K-12 education. Focuses on teaching and schooling from multiple perspectives, with an emphasis on current thinking and practices in public education in the U.S. Subjects from the sociological, philosophical, and historical foundations of education are addressed. Readings from the lives of teachers and interactions with local educators will assist students to understand the richness and the complexities of teaching as a career. Emphasizes the importance of education for all children in a diverse society. Intended for individuals interested in becoming teachers to understand the nature of formal education in the United States and to assess teaching as a career. Requires participation in forty-five (45) hours of supervised fieldwork assignments in K-12 classroom settings.

## **EDUC 380 (3)**

### **Applications in Child and Youth Development**

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Course includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and sociocultural influences on development.

## **VPA 321 (3)**

### **Learning Through the Arts**

Seeks to develop the student both personally and professionally, recognizing the inter-relationship between these two elements in art instruction. Three areas of focus include introducing arts experiences to children, integrating arts into classroom content, and providing a framework for the (elementary) student to experience the process of art.