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# COMMUNICATION SCIENCES AND DISORDERS (CD)

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The Master of Science in Communication Sciences and Disorders incorporates interdisciplinary and multicultural perspectives and integrates coursework, research and clinical practica. As an educational program rooted in the Jesuit tradition, it challenges students to accept the responsibilities and rewards of life-long learning, leadership and service. The focus of this program is to provide a broad range of basic science courses and specialized offerings covering the evaluation and treatment of problems of articulation, language, voice fluency, and neurophysiological and structural disorders affecting speech and language in culturally diverse populations across the lifespan. This degree program prepares speech-language pathologists for roles as competent clinical practitioners and for entry into doctoral programs.

The master's program has the primary objectives of :

- ◆ enhancing students' theoretical understanding of the normal development of basic human communication processes as well as the nature, causes, evaluation and treatment of disorders of human communication, inclusive of issues pertaining to culturally and linguistically diverse populations across the lifespan;
- ◆ fostering skills needed to evaluate critically empirical research;
- ◆ providing a variety of opportunities for supervised student clinical practice with diverse individuals who are delayed or disordered in the development and use of effective communication;
- ◆ developing students' professional, ethical and culturally sensitive conduct in clinical evaluation and treatment and interactions with families of children and adults with communication disorders and other professionals; and
- ◆ encouraging continuous professional development and community service for the benefit of all individuals with communication problems.

The Master of Science in Communication Sciences and Disorders consists of 46 graduate credit hours, including 25 credits of required and nine credits of elective course work in speech-language pathology and 12 credits of clinical practice. The required course work provides a broad and solid foundation in both the theoretical and applied aspects of the discipline of communication sciences and disorders, while elective course work affords opportunities for more specialization or the pursuit of special interests. The clinical phase

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of the curriculum introduces students to the clinical, educational, and rehabilitation process. Supervised experiences in evaluation, treatment, and consultation with children and adults are provided. Students complete a minimum of 375 supervised clinical clock hours in a variety of practicum sites. The academic and clinical curricular sequence has been designed to provide continuity of learning experiences. Course work in a particular disorder area will be a pre- or co-requisite to clinical practice in that area.

The academic culmination of the program will be the capstone, an innovative research, administrative, or educational project or seminar paper that reflects integration of content across the curriculum. Students who plan to pursue a doctoral degree will be encouraged to engage in a traditionally structured research project. A formal presentation of the capstone project is the final step in the academic portion of the master's program.

The program has been structured so that academic and clinical requirements may be completed on either a full-time or part-time basis through a combination of late afternoon, evening, and summer classes. Students enrolled in the program will work with clients in educational and medical/clinical facilities throughout the greater Kansas City metropolitan area and in facilities throughout the nation. Students will gain experiences with a wide variety of communication disorders, client populations, and age groups. Supervised experiences in evaluation and treatment with children and adults will be provided for students by ASHA certified speech-language pathologists.

Rockhurst University's Master of Science program in Communication Sciences and Disorders (CSD) was conferred candidacy status by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) on March 1, 1999. In order for an individual to be eligible to apply for national certification with ASHA, the student must initiate and complete coursework and clinical practicum at a CAA-accredited institution. ASHA considers students matriculating in an approved candidacy program as meeting this eligibility requirement.

Graduates of the program will be eligible to sit for appropriate national and state certification and licensure examinations. The curriculum satisfies the academic and clinical requirements for ASHA certification, Missouri professional licensure, and certification by the Missouri Department of Elementary and Secondary Education as a speech and language specialist.

### **Prep-Track**

Rockhurst University offers a post-bachelor's Prep-Track in communication sciences and disorders which allows individuals who hold undergraduate degrees in disciplines other than CSD to complete required and related coursework necessary for admission to a graduate program, whether at Rockhurst or at another institution. Information concerning the Prep-Track is contained in the section of this catalog describing the undergraduate communication sciences and disorders program.

### **Requirements for the Communication Sciences and Disorders Bilingual Track**

The bilingual track establishes that a Communication Sciences and Disorders graduate student has fulfilled specific course requirements in a foreign language with specially selected and required courses relating to and/or supportive of the graduate program. A joint undertaking of the Departments of Classical and Modern Languages and Communication Sciences and Disorders, the purpose of the track is to provide graduate students with an understanding of communication processes in bilingual groups and to develop the language competencies necessary to serve those from culturally and linguistically diverse back-

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grounds. Following completion of all degree requirements students who elect to pursue this track will receive a certificate from the Departments of Classical and Modern Languages and Communication Sciences and Disorders as evidence of their specialized skills.

A bilingual track is also available in French with equivalent courses.

The following courses or their equivalent are required:

At the **undergraduate level** (prerequisites which may be completed prior to or during completion of the graduate program):

CD 3100 Transcription Phonetics (2 credits)

SP 3800 Conversational Fluency (3 credits)

SP 3400 Introduction to Latin American Culture (3 credits) is also recommended.

At the **graduate level**:

CD 6320 Assessment and Intervention in Linguistically Diverse Populations (2 credits)

CD 7320 Assessing and Managing Culturally/Linguistically Diverse Populations (3 credits) or equivalent

CD 7460 Research/Administration/Education Capstone Seminar (3 credits)

SP 6070 Medical Spanish for the Health Care Professional or any medical Spanish course at the graduate level (3 credits)

## Admission to the Program

Admission to the graduate CSD program will be determined by a faculty committee. Although a priority deadline of March 1 is published in the admission materials, after this deadline applications are considered in the order in which they arrive and until the class is full. Admission to the program is highly competitive. Meeting the minimal requirements to enter the program described below, therefore, does not guarantee admission. Students interested in being admitted to the program for Spring or Summer terms should contact the department chair.

Additional information concerning the program and an application for admission to the program may be obtained from:

**Office of Graduate Admission**  
**College of Arts and Sciences**  
**Rockhurst University**  
**1100 Rockhurst Road**  
**Kansas City, Missouri 64110-2561**  
**(816) 501-3590**  
<http://www.rockhurst.edu/3.0/admission/graduate>

Or you may contact the department at:

[www.rockhurst.edu/3.0/academic\\_programs/graduate/csd/welcome](http://www.rockhurst.edu/3.0/academic_programs/graduate/csd/welcome)

## Requirements for Admission

The applicant to the Master of Science in Communication Sciences and Disorders program must show evidence of the following in order to be considered for admission:

1. an undergraduate degree in Communication Sciences and Disorders (or equivalent area) from an accredited college or university; or an undergraduate degree in another discipline plus course work equivalent to the major field of concentration of the Rockhurst University undergraduate program in Communication Sciences and

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Disorders. Undergraduate preparation should consist of at least 36 semester credit hours and reflect a well-integrated program of study including: a) biological/physical sciences and mathematics; b) the behavioral and/or social sciences, including normal aspects of human behavior and communication; and c) the nature, prevention, evaluation, and treatment of speech, language, hearing, and related disorders. Some coursework must address issues pertaining to normal and abnormal human development and behavior across the life span and to culturally diverse populations;

2. a minimum overall grade-point average of 3.00 (on a 4.00 scale) and a 3.00 or better in the undergraduate major;
3. strong performance on the Verbal, Quantitative, and Analytical components of the GRE;
4. excellent oral and written communication; and
5. strong personal commitment to advanced study and service in communication disorders.

As part of their undergraduate professional coursework, students must have completed the following courses (or their equivalents) with a GPA of 3.0 or better:

- Introduction to Human Communication Processes and Disorders
- Psychology of Language
- Anatomy and Physiology of the Speech and Hearing Mechanisms
- Phonetics
- Basic Audiology
- Speech Science, or Hearing Science, or Speech and Hearing Science
- Language Development
- Aural Rehabilitation

Applicants must also have completed twenty-five hours of clinical observation in speech-language pathology and audiology and have taken a course which addresses cultural diversity as it relates to communication disorders or demonstrate the ability to do so while enrolled in the graduate program at Rockhurst. In addition, candidates must have completed the following prerequisite courses or demonstrate the ability to complete such while enrolled in the graduate program at Rockhurst University: college-level math, general biology, general psychology or sociology, ethics, philosophy, and four additional courses in the humanities. Students may enroll in courses available at Rockhurst or other accredited institutions as appropriate to make up any CSD undergraduate deficiencies. Once a student has been accepted into the graduate program, he or she must maintain a 3.0 GPA in all remaining prerequisite courses.

Individuals seeking certification by the Missouri Department of Elementary and Secondary Education must also have completed the following courses as a part of their undergraduate coursework or while enrolled in the graduate program with a grade of C or better:

- One additional course in either Biological or Physical Science
- Two courses in English Composition
- Oral Communication
- Statistics
- Foundations of Education
- Child Psychology or Child Growth and Development
- Adolescent Psychology

- Counseling Techniques
- School Organization and Management
- United States History to 1870 or United States History from 1870 to the Present
- American Federal, State, and Local Government
- Fundamentals of Literacy Learning
- Psychology/Education of the Exceptional Child

## Promotion in the Program

To progress toward the Master of Science in Communication Sciences and Disorders, a student must:

1. maintain a 3.0 semester and cumulative grade point average for all courses within the graduate CSD curriculum, with no more than two courses in which grades below B are earned;
2. demonstrate consistently professional behavior when interacting with faculty, students, and clients on campus and at clinical sites; and
3. show evidence of satisfactory progress toward meeting all academic and clinical requirements in compliance with the CAA of the ASHA.

## Graduation

In order to receive a Master of Science Degree in CSD from Rockhurst University, a student must complete all degree requirements including 46 graduate credit hours, of which 25 credits are in required course work, nine credits are in elective course work in speech-language pathology, and 12 credits of clinical practice. As part of the clinical practice requirements, the student must complete a minimum of 375 supervised clinical clock hours. The successful completion of a capstone experience and portfolio are also required.

### CD 5450. Clinical Observation (1)

Supervised clinical observation of assessment and treatment of children and adults with speech, language, and hearing disorders. Assignments at off-campus sites as well as opportunities for observation via video-taped sessions. Discussion and analysis of observations during weekly class periods. A minimum of 25 hours of observation is required. This course must be completed before a student can enroll in CD 6970. This course does not count toward the 46 credits required for the graduate degree.

### CD 5600. Speech and Hearing Science (4)

This course provides an overview of the physics and psychoacoustics of speech. Acoustical components of speech are considered in relation to both speech production and perception. Theory, measurement, and instrumentation issues in studying normal speech production and audition are included. Emphasis upon methodology and instrumentation issues in the study of speech is included in the lab experience. Students taking this class for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit.

### CD 5620. Aural Rehabilitation (3)

This course discusses the effects of hearing loss on

verbal communication. Methods for providing speech and language services for pediatric and adult clients who exhibit various severities of hearing loss are highlighted. Educational options for children who are deaf and services that will benefit the child's development are also explored. Students taking this class for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit.

### CD 5640. Introduction to Audiology (3)

This course discusses the principles of hearing measurement including testing and screening, as well as the interpretation of results. Anatomy and physiology of the auditory system are also reviewed. Students taking this class for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit.

### CD 6100. Professional Issues in Speech-Language Pathology I (1)

This course includes considerations of the historical, legal and ethical foundations of the professions of Speech-Language Pathology/Audiology. Specific focus is on certification, ethics, the structure and affairs of the association and accreditation of service and educational programs. In addition, legislation, both state and federal, is discussed. Ways for individuals to participate in these affairs are examined.

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**CD 6120. Auditory-Based Problems in School Children** (3)

This course addresses the academic, psychosocial, and behavioral problems in school children, which are caused by or associated with hearing loss, and auditory-related problems. Emphasis is on assessment and management issues in relation to the communication disorders professional in a school setting. Theories and research on language and speech in children with hearing loss are explored.

**CD 6220. Assessment Issues and Procedures in Communication Disorders Across the Lifespan** (3)

This course provides the theory, administration and interpretation of tests and other standardized and non-standardized diagnostic procedures used in determining the nature, severity and etiology of speech and language disorders across the lifespan. Attention is given to interviewing, case history taking and report writing. The course further addresses how interpretation of diagnostic findings leads to clinical decision-making, and rehabilitative planning and reporting and considers the cultural fairness of such activities.

**CD 6240. Advanced Seminar in Articulation and Phonological Development and Disorders** (3)

This course includes a comprehensive discussion of the nature of normal and disordered phonological development as well as theories of acquisition. General principles and specific procedures for the diagnosis and remediation of speech sound disorders in diverse populations are presented. Through the use of case studies, students gain experience in differential diagnosis and intervention. Illustrative phonological data and practice transcriptions are presented throughout the course to allow students to refine their diagnostic and prescriptive problem-solving skills.

**CD 6281. Language Disorders in Children: Preschool** (2)

The focus of this course is on early language intervention with children three to five years with special needs. It addresses methods for service coordination, assessment, planning and implementing language intervention for preschoolers using a family-centered, culturally appropriate approach. An overview of the history and legislation of early language intervention is also provided. The course emphasizes identification and treatment issues specific to federal laws including counseling and support for families, multicultural considerations and interdisciplinary/transdisciplinary assessment and intervention.

**CD 6320. Speech and Language Assessment and Intervention in Linguistically Diverse Populations** (2)

This course will provide a review of the basic principles underlying assessment and management

procedures for use with linguistically diverse individuals with communication disorders. Although emphasis will be placed on the Spanish-English speaker, many of the principles to be addressed are applicable to other linguistically diverse speakers. The focus will be on the cultural and linguistic variables that impact standardized and non-standardized assessment. Students will learn about formal and informal strategies and methods used in the assessment of and intervention with linguistically diverse groups. Alternative intervention techniques that are culturally sensitive and family-centered will be highlighted.

**CD 6340. Voice Disorders** (3)

This course provides detailed, in-depth study of the etiologic factors and methodology for diagnosis and treatment of functional and organic pitch, loudness, and quality disorders of voice in diverse peoples. It also includes an introduction to communication management of the laryngectomized client.

**CD 6381. Language Disorders in Children: School-Age** (2)

This course reviews contemporary literature relating to the language disorders of school age children and adolescents. Emphasis is placed on description of disorders, assessment techniques, intervention strategies and the interconnections between language and learning. Discussion of multicultural literacy and the multidimensional nature of language and culturally different language patterns in the classroom is also included.

**CD 6430. Concepts and Practices of Research** (3)

This course introduces students to clinical research, the systematic investigations performed on human subjects which are related to the principles and practices of a clinical profession. The principles of design and analysis form the context for the examination and integration of scientific knowledge with clinical practice. The laboratory sections provide students with the opportunity to apply concepts, to develop a research proposal and to critically evaluate the literature.

**CD 6440. Speech Rehabilitation for Cleft Palate and Other Cranio-Facial Abnormalities** (2)

This course presents an analysis of embryologic, anatomic, and physiologic bases of orofacial anomalies and the team approach to assessment and habilitation. Consideration is given to the role of genetics, reconstructive surgery, prosthodontics, orthodontics, otolaryngology, as well as speech-language pathology with the child who has a cleft lip and/or palate. Prerequisite CD 6240 and CD 6340.

**CD 6480. Neurogenic Language Disorders** (3)

This course addresses the linguistic and non-linguistic deficits associated with acquired language disorders in adults from ethnically and linguistically diverse populations, with focus on aphasia, closed- and open-head injuries and dementias. Methods

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and strategies for diagnosis, prognosis, and treatment is emphasized. It also includes medical aspects of stroke rehabilitation, transdisciplinary intervention and contemporary and future professional issues in clinical aphasiology.

**CD 6580. Communication Disorders in Acquired Head Injury** (2)

This course reviews the current literature concerning the communicative sequelae of acquired brain injury across the lifespan. Topics include neurophysiology of brain functions, methods of assessment and clinical management of patients with sudden, closed-head injuries. Prerequisites: CD 6381, CD 6480, CD 7140.

**CD 6640. Fluency Disorders** (2)

This course addresses contemporary interpretation and theories about the causes of stuttering and other fluency disorders and methods of treatment, including differential diagnosis, applications of learning theory concepts, and approaches to the scientific study of behavior modification. In addition, some of the present controversies in this area are explored and selected issues less commonly addressed such as the portrayal of individuals who stutter in the media, examination of biological and/or genetic causal mechanisms and a critical review of treatment efficacy research may be included.

**CD 6660 (CD 4660). Sign Language I** (3)

The purpose of this course is to provide students with a beginning receptive and expressive vocabulary of signs and acquaint them with the manual alphabet. Students develop a basic understanding of the physiologic and medical aspects of hearing loss and become aware of facets of the sociology and culture of deafness. Information is provided on the causes, as well as the educational and social implications of hearing loss. This is a beginning level course for students who have not previously completed a sign language course. Students taking this class for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit.

**CD 6661 (CD 4661). Sign Language II** (3)

This course offers continued development in the language of sign with emphasis on building vocabulary and developing conversational skills. Students taking this course for graduate credit must complete an additional project on an accelerated level appropriate for such graduate credit. Prerequisite: CD 6660.

**CD 6680. Language Disorders in Children: Birth to Three** (2)

The focus of this course will be on developing strategies for the assessment of and intervention with communication and symbolic abilities of infants and toddlers (0-3 years) with atypical com-

munication development, as well as those born at risk for communication delays. Methods for service coordination and enhancing inclusion will be addressed. Emphasis is on using a family-centered, culturally sensitive approach.

**CD 6880. Assessment and Treatment of Cognitive-Linguistic Impairments in Communication Disorders** (2)

This course addresses both practical and theoretical aspects of assessment and treatment of individuals with acquired cognitive-linguistic impairments across the lifespan. A case-based format is applied to assessment and intervention with consideration of community and school re-entry and impact on the family. Emphasis is on contemporary theories of the structure of cognition related to communication impairment. Assessment and intervention for impairments in memory, attention, perception, organization, reasoning and executive functions as they relate to the individual's functional needs will be considered. Prerequisite: CD 6480.

**CD 6970. Clinical Practice I** (1)

This course is a combination of supervised clinical practice, weekly discussion groups, and supervisor/student clinician conferences. It provides beginning level opportunities for directly supervised clinical experience in the treatment and evaluation of culturally and linguistically diverse clients with communication disorders (e.g. speech, language, hearing). Children with language and speech sound disorders provide the primary focus of this early clinical experience. Writing reports, weekly plans and treatment programs are also a part of this experience. Approximately 32 hours of direct client contact will be obtained.

**CD 7100. Professional Issues in Speech-Language Pathology II** (1)

This course provides an overview of service delivery systems, business aspects of service delivery, quality assurance/assessment, legal and ethical responsibilities of the speech-language pathologist and professional organizations. Career development issues are also addressed. The principles of scientific writing for journals, dissertations and grant proposals are introduced. Prerequisite: CD 6100.

**CD 7120. Developmental Disabilities** (2)

This course reviews the definitions, classifications, prevalence and etiologic factors associated with developmental disabilities. It includes information about the psychological and behavioral characteristics of developmental disabilities as well as educational considerations and service delivery models used with individuals who have developmental disabilities. The role of the speech-language pathologist in working with children and adults with developmental disabilities is addressed. Prerequisites: CD 6281 and CD 6381.

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**CD 7140. Neurogenic Speech Disorders** (3)

This course presents an overview of degenerative neuromuscular diseases, cerebral palsy, dysarthria, apraxia, dysphagia, and related disorders affecting speech in culturally diverse children and adults. It focuses on the neurological correlates of muscle paralysis/paresis, differential diagnosis and speech rehabilitation. Special emphasis is placed on traditional theories of speech production and theories and models of apraxia of speech. Prerequisites: CD 6240 and 6480.

**CD 7160. Contemporary Issues in Communication Sciences and Disorders** (2)

Specialized scientific, clinical, and professional issues and/or topics in communication sciences and disorders will be examined on a rotating basis. Students and faculty will be encouraged to suggest topics for discussion. These topics will vary and may include governmental and educational policy and reimbursement practices, grant-seeking strategies, or focus on special populations. Development of clinical and research problem-solving skills will be emphasized.

**CD 7180. Language-Learning Disabilities: Reading and Writing** (2)

This course presents a comprehensive integration of research on language development and disorders with research on reading and writing disabilities. Consideration is given to the processes that underlie spoken and written language including phonological processing skills and their associated cognitive processes as well as higher-level language, text processes and metacognitive abilities. A developmental language perspective is used in which reading and writing are viewed as language-based skills. Prerequisite: CD 6381.

**CD 7220. Alternative and Augmentative Communication** (2)

This course addresses theoretical and practical issues pertaining to the identification, evaluation, and treatment of individuals with severe and multiple communication deficits, which require augmentative/alternative communication systems and/or adapted computer systems. It includes discussion of the application of graphics, signs and gestural means of communication, use of aids and devices, development of interactive communication behaviors as well as the use of computer assisted communication strategies.

**CD 7280. Autism** (2)

The purpose of this course is to provide an overview of the characteristics and etiology of autism spectrum disorders. Students will develop skills and strategies for communication and language assessment and intervention for this population. Major emphasis will be placed on the speech, language, communication, and behavior of these individuals. Guidelines for assessment and intervention of

communication and behavior will be provided, including decision-making for the selection of a communication system, functional assessment of challenging behavior and structured teaching and environmental supports for effective learning.

**CD 7320. Assessing and Managing Culturally/Linguistically Diverse Populations** (2)

This course provides a review of the influence of diverse cultural and linguistic backgrounds on communication disorders, the socio-linguistic basis of language and communication, and the role of speech-language pathologists in serving diverse populations. Culturally-specific therapeutic applications are explored. A "difference versus disorders" approach is utilized in considering phonetic, phonologic and linguistic issues.

**CD 7340. Dysphagia** (2)

This course provides information about the processes involved in normal and disordered swallowing in children and adults. It includes a review of the anatomy and physiology of normal swallowing and the anatomic and physiologic disturbances affecting deglutition, with an emphasis on radiographic and bedside diagnostic and treatment procedures.

**CD 7460. Research/Administration/Education Capstone Seminar** (2)

The student undertakes a unique and innovative research, administrative, or educational project that reflects integration of content across the curriculum. A formal presentation of this project is the final step in the academic portion of the professional master's program.

**CD 7973. Clinical Practice II** (1-6)

This course is a combination of directly supervised clinical practice, supervisor/student conferences, and regularly scheduled discussion groups. Directly supervised clinical practice involves direct time spent in actual evaluation or treatment of culturally and linguistically diverse children and adults who present communication disorders (e.g., speech, language, hearing). Students will be expected to demonstrate intermediate and advanced technical/professional skills. Each credit of Clinical Practice II equals approximately 32 clock hours of direct client contact. Prerequisite: CD 6970.

**CD 7975. Clinical Practice – Tutorial** (1)  
*Advisor and Clinical Coordinator's approvals required.*

This provides tutorial experience following a term in which clinical difficulties have been identified as significant by a supervisor or the Clinical Coordinator. A student becomes eligible to enroll in this course if the supervisor has isolated problem areas which compete with adequate clinical performance. Once the tutorial is recommended, the student must complete this experience prior to requesting additional clinical work or completing the program. A grade of B or better qualifies a student to resume the normal clinical sequence.