

University of Utah
Department of Communication Sciences & Disorders Master of Science in Speech-Language Pathology Pre-Requisite Coursework

We encourage students with degrees in areas other than communication sciences and disorders (CSD) to apply to our SLP graduate program. If you decide to apply to the University of Utah SLP graduate program, you have two options to fulfill CSD and Allied Health foundational coursework:

Option 1: Complete all CSD and Allied Health coursework prior to applying to the University of Utah SLP graduate program.

Option 2: Complete all CSD and Allied coursework after being accepted into the University of Utah SLP graduate program. You will be considered a graduate student and must successfully complete all foundational coursework prior beginning the SLP graduate program. As a graduate student, you will be required to maintain a 3.0 or higher GPA in all coursework. A grade below C- is not accepted toward a graduate degree.

Foundational Coursework

- ☐ **CSD 2200/2201 Physics of Speech and Hearing and Lab: 4 credits** - An introduction to the nature of sound, acoustic characteristics of speech, and the transmission of sound through the peripheral auditory system. The lab portion is required.
- ☐ **CSD 33100 Phonetics: 3 credits** - The analysis of speech through application of phonetic theory and the introduction to applied phonetic transcription.
- ☐ **CSD 3120 Anatomy & Physiology of the Speech and Hearing Mechanisms: 3 credits** - Anatomical, physiological, and neurological principles fundamental to the understanding of speech production and hearing.
- ☐ **CSD 4400/4401 Language Science and Lab: 4 credits** - Linguistic analysis is the basis for many assessment and intervention procedures used in the field of Communication Sciences and Disorders. This course is designed to provide undergraduate students with a basic introduction to the principles and methods of linguistic analysis. The lab portion is required.
- ☐ **CSD 4500 Introduction of Audiology: 3 credits** - Introduction to theory and methods of audiological assessment, including pure tone and speech audiometry, masking, and immittance in children and adults as well as an introduction to physiologic procedures and hearing disorders.
- ☐ **CSD 5380 Speech and Language Development: 3 credits** - Introduction to the sequence and processes of typical and atypical speech and language development, includes information about core issues surrounding the study of language acquisition and methodologies used to examine children's linguistics competence
- ☐ **CSD 5520 Aural Rehabilitation: 3 credits** - Auditory development and current methodologies for management of children and adults with peripheral hearing loss and/or auditory processing disorders.
- ☐ **CSD 5400 Clinical Methods: 3 credits** - (*Highly recommended - not required*) This course is designed to provide advanced undergraduate students with an introduction to clinical methods and principles of clinical practice in speech-language pathology and audiology. Topics and activities include the ASHA Code of Ethics, public laws, observation, documentation, assessing/treating communication disorders, writing reports, selecting goals, managing behavior, and interviewing/counseling; students will also complete upwards to 15 guided observation clinic hours required for the graduate program. This course is not required but recommended.

Prior to or during the Leveling Program, students applying to our Master of Science in Speech-Language Pathology graduate program must show evidence of having taken the following:

- **Biological sciences:** At least a 100-level university course with a content area related to human or animal sciences: includes biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, and veterinary science. Must be from a Biology department. CSD Anatomy and Physiology is not acceptable.
- **Physical sciences course:** At least a 100-level university course. Must be either Physics (recommended) or Chemistry.
- **Statistics:** At least a 100-level university course. An acceptable description would include topics such as descriptive statistics, probability, inferential, correlation, regression, measures of central tendency, t-tests, ANOVA, and hypothesis testing for one and two parameters. The course may be under Math, Statistics, Psychology, or Business as long as it meets the above criteria. If your statistics course is older than 10 years, it is highly recommended you retake it.
- **Social/Behavioral Sciences course:** At least a 100-level university course. Includes Psychology, Sociology and Anthropology.

Suggested Course Sequence

Fall Semester

CSD2200 /CSD2201: Phys of Speech & Hearing with lab
CSD3120: Anatomy and Physiology
CSD4400 /CSD 4401: Language Science with lab
CSD5520:Aural Rehab

Spring

CSD3100: Phonetics
CSD4500: Intro to Audiology
CSD5380: Speech & Lang Development
CSD5400: Clinical Methods

In addition to completing required coursework, 25 clinic observation hours are required to be completed prior the end of your first semester (fall) of graduate coursework - Use the attached Guided Observation Form to document hours.

Successful completion of the Leveling Program does **NOT** ensure the student a seat in the Master of Science in Speech-Language Pathology Graduate Program. Students must apply by January 15 of the year he/she would like to enter the Master's Program.

Please visit our website for application instructions: <https://health.utah.edu/communication-sciences-disorders/>

University of Utah, Department of Communication Sciences and Disorders
Guided Clinical Observation Documentation Log

Directions: Twenty-five hours spent in *guided clinical observation* are required as part of the CSD undergraduate program and the speech-language pathology master's degree program as defined by ASHA Certification Standard V-C (the applicant must complete 400 clock hours of supervised practice of speech-language pathology, including twenty-five hours spent in *guided clinical observation*.) *Guided clinical observation* may occur simultaneously during the student's observation or afterwards through discussion of session activities and/or review and approval of the student's written reports or summaries¹. In addition to viewing live sessions, students may use session videos for observation purposes. Each observation must be within the ASHA scope of practice and under the supervision of an individual who holds current ASHA certification. It is encouraged that students observe live and/or recorded sessions in various settings with individuals across the age span receiving services for a variety of disorders.

For each observation, enter required information in columns 1 – 5 and have the supervisor complete columns 6 – 8 (see examples in rows 1 and 2 on page 2). Multiple page 2s can be used if needed.

ASHA “Big 9” Areas (Scope of practice in speech-language-pathology)

Speech-sound production (SPD); Fluency (F); Voice (V); Receptive/Expressive Language/Literacy (L); Hearing treatment (H); Swallowing/feeding (S); Cognitive Communication Disorders (Cog); Social Aspects of communication (Soc); Augmentative and alternative communication (Aug).

Audiology Evaluation and Treatment Areas (Scope of practice in Audiology)

Audiology Evaluation (AE); Audiology Treatment (AT); Amplification assessment and fitting (AAF)

¹ Guided Clinical Observation Activity Definitions

By signing this student's observation hour(s), I agree that I provided “guided clinical observation” that meets one or more of the following definitions. *(In column # 6, please indicate the number(s) of the definition(s) that best describe(s) the guided observation activity).*

1. As part of a course assignment, I reviewed and approved the student's written report or summary of a live session or a video of a treatment or evaluation session.
2. As part of a course objective, the student observed a video of an evaluation or treatment session (in class or before class) followed by an in-class discussion of the observation.
3. The student observed professional evaluation(s) and/or treatment session(s) of clients on my caseload and we discussed the session during and/or following the observation (i.e., supervisor asked what student learned, answered questions, etc.) and/or the student viewed sessions by other SLPs or Audiologists in my setting and we discussed the session during and/or after the observation.

