

Program Overview

The Master of Science in Communication Disorders (M.S.C.D.) degree with a major in Communication Disorders is clinically oriented and is designed to prepare clinicians for employment in hospitals, clinics, private practice, and public schools. The program meets the minimum education and clinical requirements for state licensure as a speech-language pathologist and for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA). The academic program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of ASHA.

Candidates for the communication disorders master's degree are encouraged to earn a passing score on the Praxis Examination in Speech-Language Pathology before graduation and substitute a passing score for the required departmental graduate comprehensive examination.

Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a health report completed by a physician or licensed healthcare provider, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the department office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the background check/drug screening process will be provided by the department. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

Facilities

The university operates the Speech-Language-Hearing Clinic on a twelve-month basis and is nationally known as a treatment center for communication disorders. Graduate students utilize the clinic for research in addition to clinical training experiences.

Application Requirements

Application requirements consist of institutional and program requirements for applicable semesters of entry during the current academic year. Additional information and changes to admission requirements for semesters other than the current academic year can be found on The Graduate College's website (<http://www.gradcollege.txstate.edu/>).

Unless otherwise noted on The Graduate College program page, AI tools can only be used to correct spelling and grammar errors in application materials.

Institutional Requirements

Institutional requirements are the minimum standards for admission to any graduate program at Texas State. These include:

- Completed online application
- Nonrefundable application fee

- Degree Programs (Doctoral and Master's)
 - \$55 fee, or
 - \$90 for applications with international credentials
- Post-Baccalaureate Programs (Certificate, Certification, Non-Degree, and Visiting)
 - \$20 fee, or
 - \$60 for applications with international credentials
- Official transcripts from each institution where course credit was granted. Final transcripts showing degree completion are required before the student may register for their second term of enrollment.
- GPA requirements (a higher GPA may be listed in the Program Requirements)
 - Doctoral programs require a 3.00 overall GPA or a 3.00 GPA in your last 60 hours (<https://www.gradcollege.txst.edu/admissions/policy.html#gpa>) of undergraduate course work (plus any completed graduate courses).
 - Master's and Specialist programs require a 2.75 overall GPA or a 2.75 GPA in your last 60 hours (<https://www.gradcollege.txst.edu/admissions/policy.html#gpa>) of undergraduate course work (plus any completed graduate courses).
 - Post-Baccalaureate programs require a 2.50 overall GPA or a 2.50 GPA in your last 60 hours (<https://www.gradcollege.txst.edu/admissions/policy.html#gpa>) of undergraduate course work (plus any completed graduate courses).
- Baccalaureate degree from a regionally accredited university. (Non-U.S. degrees must be equivalent to a four-year U.S. Bachelor's degree. In most cases, three-year degrees are not considered. Visit our International FAQs (<https://www.gradcollege.txst.edu/international/faqs.html>) for more information.)

Approved English Proficiency Exam Scores

Applicants are required to submit an approved English proficiency exam score that meets the minimum requirements below unless they have earned a bachelor's degree or higher from a regionally accredited U.S. institution or the equivalent from a country on our exempt countries list (<http://www.gradcollege.txstate.edu/international/language.html#waver>). Some programs may restrict acceptable tests or require higher scores than the institutional scores; this will be noted in the Program Requirements.

- official TOEFL iBT scores required with a 78 overall if taken on or before January 21, 2026
- official TOEFL iBT scores required with a 4 overall if taken after January 21, 2026
- official PTE scores required with a 52 overall
- official IELTS (academic) scores required with a 6.5 overall and minimum individual module scores of 6.0
- official Duolingo scores required with a 110 overall
- official TOEFL Essentials scores required with an 8.5 overall
- official Texas State Intensive English Program score of 90% or higher in the highest-level course (level 5)

The institution does **not** offer admission if the scores above are not met.

Program Requirements

- baccalaureate degree in communication disorders or leveling coursework from a regionally accredited university

- minimum 3.0 GPA in the last 60 hours of undergraduate course work (plus any completed graduate courses)
- minimum 3.0 GPA in undergraduate communication disorders courses
- GRE not required
- prerequisite course form
- resume/CV
- statement of purpose addressing the following:
 - which areas of speech pathology practice or research hold the most interest and why
 - the rationale for applying to the Communication Disorders graduate program at Texas State University
 - any distinguishing life experiences, situations, and/or research interests
- three recommendation forms

Degree Requirements

The Master of Science in Communication Disorders (M.S.C.D.) degree with a major in Communication Disorders requires 36 semester credit hours and can be completed at the Round Rock Campus (RRC).

Background

The number of hours of background work required is determined in consultation with the communication disorders graduate advisor and is dependent on the courses taken at the undergraduate level. Please refer to the Leveling Course Sequence located on the Department of Communication Disorders website at <http://www.health.txstate.edu/cdis/Admissions/Graduate-Admissions.html>. Upon completion of the required background work (leveling), applicants may apply for admission to the regular graduate sequence for a fall term. **Completion of the background requirements in the Department of Communication Disorders at Texas State DOES NOT GUARANTEE admission to the TWO-YEAR graduate program.**

Course Requirements

			Year 1
First Hours Semester	Second Hours Semester	Summer Hours	
CDIS 5334	3 CDIS 5333	3 CDIS 5331	3
CDIS 5342	3 CDIS 5336	3 CDIS 5337	3
CDIS 5363	3 CDIS 5339	3 CDIS 5340	3
CDIS 534	CDIS 534	CDIS 5350	3
CDIS 5321 ¹	CDIS 5321 ¹	CDIS 5346	
		CDIS 534	
		CDIS 5321 ¹	
	9	9	12

			Year 2
First Hours Semester	Second Hours Semester		
CDIS 5689	CDIS 5690		
CDIS 5262 & CDIS 513E	3 CDIS 5262 & CDIS 513E	3	
Or Select one of the following ³	Or Select one of the following ³		
CDIS 539	CDIS 539		

CDIS 5395	CDIS 5391
CDIS 539	
3	3

Total Hours: 36

- ¹ Students will be assigned to CDIS 5321 for either Fall, Spring, or one of the summer terms.
- ² CDIS elective classes (MSCD) are based on availability and student interest. They are assigned by the graduate advisor during Year 1. For Thesis option (MA), enroll in 5399A/B each semester until complete.

Comprehensive Examination Requirements

Graduate students must pass a comprehensive examination in communication disorders in accordance with Graduate College policy.

Students must meet with the Graduate Program Advisor/Coordinator or Department Chair early in the semester prior to the semester of graduation to review the required procedures mandated by The Graduate College and the Department. The comprehensive examination will be administered during the first four weeks of the final semester of graduate study. The examination may be written or oral and consists of questions submitted by the faculty. The questions will cover the content across all coursework and be distributed across the domains of foundations, assessment, and intervention. Students must meet minimum competency in each domain to pass the comprehensive exam.

If a student fails the first attempt in one or more sections of the Comprehensive Exam, they will receive information on the domain and specific topic area in which they did not meet competency. The student will then be given the opportunity to re-take the section they failed within four weeks of the first attempt. The retake may be a written or oral format. If a student fails the second attempt, they will be provided with detailed feedback and given one more opportunity to retake within four weeks of the second attempt. If a student fails the third attempt, they will be required to re-take the previously failed section(s) of the Comprehensive Examination and enroll in GC 5100 during the next subsequent semester.

Failure to pass the third retake of the Comprehensive Exam will result in dismissal from the graduate program.

When the student completes all comprehensive examination requirements, the Graduate Program Advisor/Coordinator will provide the information to the Graduate College.

Masters level courses in Communication Disorders: CDIS

Courses Offered

Communication Disorders (CDIS)

CDIS 5138. Augmentative & Alternative Communication.

This course examines theory-driven, evidence-based, and clinically oriented core knowledge and skills in augmentative and alternative communication (AAC). Students analyze AAC systems, assessment approaches, and intervention strategies. Inquiry focuses on evaluating communication needs across age groups, settings, and diagnostic categories. Using theoretical foundations, students compare system features, access methods, and implementation variables as they relate to clinical decision-making. Students critique research findings and then apply the findings to evaluate practical applications of AAC across educational, medical, and community contexts.

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5199B. Thesis.

This course provides the continued supervised implementation and completion of a master's thesis in communication disorders. Students collect and analyze data, interpret findings, and complete the written thesis document in accordance with Graduate College requirements. Individualized faculty mentoring supports data analysis, scholarly writing, and preparation for oral defense. By the end of the course, students will be able to analyze research findings, defend methodological decisions, and produce a completed thesis suitable for submission and archiving.

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5262. Introduction to Research in Communication Disorders.

This course explores foundational research methods in the behavioral sciences as applied to speech-language pathology. Students investigate research design frameworks, measurement strategies, data analysis techniques, and research writing. Through critical examination of quantitative and qualitative research studies, students evaluate methodological strengths and limitations and determine research validity, reliability, and ethical considerations. Students also examine criteria used to determine levels of evidence in clinical decision-making. Emphasis is placed on applying research principles to the analysis of professional literature and contemporary clinical questions.

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5299B. Thesis.

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5301. Advanced Independent Study in Communication Disorders.

This course focuses on the in-depth study of selected topics covering the assessment, diagnosis and (re)habilitation of communication disorders. Emphasis is placed on the individual needs of the student and work is done on an individual basis. This course is repeatable for credit and can be taught by different faculty covering different topics. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5312. Neuroanatomy for Communication Disorders.

This course introduces students to the foundational organization and function of the central and peripheral nervous systems, with an emphasis on structures relevant to speech, language, and hearing. Students examine the major components of the brain, spinal cord, and cranial and spinal nerves, analyzing how neural pathways support sensory processing, motor control, and speech and hearing functions. Through guided inquiry, anatomical resources, and discussions, the course develops students' ability to identify key neuroanatomical structures, evaluate their functional relationships, and apply this knowledge to understanding typical communication processes within the discipline of communication sciences and disorders. This course does not earn graduate degree credit.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5321. Clinical Practicum in Audiology.

This course employs supervised audiology practicum experiences designed to develop clinical competencies in the assessment and intervention of hearing disorders. Through coordinated lecture and laboratory components, students provide prevention, screening, diagnostic services, and rehabilitative management of hearing disorders for children and adults. Instruction emphasizes systematic case history review, assessment planning, hypothesis testing, and screening methodologies. Students also gain experience in documentation practices, referral processes, and professional issues relevant to clinical audiology. Practicum instruction is individualized to align with student skill development and clinical performance and must be taken each semester student participates in supervised audiology practicum. Prerequisites: CDIS 4420 and CDIS 4370 or equivalents; instructor approval.

3 Credit Hours. 1 Lecture Contact Hour. 3 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Lab Required

Grade Mode: Credit/No Credit

CDIS 5325. Anatomy and Physiology of the Speech Production System.

This course examines the anatomical structures and physiological mechanisms underlying voice, speech production, and swallowing. Students analyze how coordinated respiratory, phonatory, articulatory, and oral–facial systems generate spoken communication and support swallowing across the lifespan. The course also explores selected disease-, injury-, and development-related conditions to evaluate how changes in biological structure and function affect communication and swallowing. Emphasis remains on typical organization and function, with disordered processes introduced to illustrate clinical relevance. Students apply scientific reasoning to understand how biological systems support communication and prepare for advanced coursework in speech-language pathology.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5330. Speech and Language Development.

This course examines how children acquire speech and language across developmental stages. Students analyze foundational theories and empirical research from linguistics, psycholinguistics, psychology, and communication sciences to evaluate patterns of language growth. Through lectures, structured readings, and analysis of developmental data, the course investigates major models of acquisition and methodological approaches used in the field. Emphasis is placed on comparing theoretical perspectives and interpreting research findings related to typical speech and language development in children.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5331. Stuttering.

This course examines developmental stuttering, acquired stuttering, and related fluency disorders across the lifespan. Content includes epidemiology, theoretical perspectives, etiological factors, assessment procedures, differential diagnosis, and evidence-based intervention approaches for children, adolescents, and adults. Students engage in analysis of clinical case materials, evaluation of empirical research, and application of diagnostic and treatment frameworks to simulated scenarios. By the end of the course, students will be able to apply theoretical and empirical knowledge to the assessment and management of fluency disorders in clinical and educational settings.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5333. Language Disorders in School-Age and Adolescence.

This course examines assessment and intervention for language disorders in school-age children and adolescents. Students analyze typical and atypical language development across semantics, morphology, phonology, syntax, and pragmatics, distinguishing production from comprehension in monolingual and bilingual learners. The relationship between language and literacy is evaluated, including reading and writing development, and profiles associated with specific reading disabilities. Through narrative analyses, case studies, and research reviews, students examine theoretical models and methodologies in language and literacy sciences. Students analyze prevention, assessment, and intervention frameworks, evaluate evidence-based and collaborative service models, and examine professional roles and policies within school-based practice.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Multicultural Perspective|Multicultural Content

Grade Mode: Standard Letter

CDIS 5334. Assessment and Intervention of Speech Sound Disorders.

This course examines child phonological development, including normal variation, delays, and disorders, in English and selected dialects and languages. Students analyze etiological factors and physiological foundations associated with phonological differences. Students evaluate relationships among phonology, phonological awareness, and reading and writing development, and assess clinical approaches to prevention, diagnosis, and treatment. Emphasis is placed on analyzing research evidence and applying established theoretical models. Additionally, students also develop skills in interpreting phonological data within established scientific and clinical frameworks.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5336. Motor Speech Disorders.

This course examines the neural and motor control mechanisms underlying adult speech production, with emphasis on disorders resulting from impairment of the central and peripheral nervous systems. Students analyze the neuroanatomical foundations, pathophysiological processes, and clinical features of adult motor speech disorders, including dysarthrias and apraxia of speech. Students explore the relationships among neural systems, motor planning and execution, and observable speech characteristics to explain how neurological injury or disease alters communication. Principles of assessment and management are introduced to support clinical reasoning grounded in neurobiological mechanisms.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5337. Voice Disorders.

This course examines methods used to assess vocal function and diagnose a range of disorders affecting voice production. Students analyze how physiological, organic, and psychological factors contribute to vocal abnormalities and evaluate evidence-based approaches for habilitation and rehabilitation of a variety of voice conditions, including communication options post-laryngectomy. Students employ voice assessment procedures including instrumentation and perceptual measures. Through case analysis, review of theoretical models, and guided discussion, students develop the ability to interpret assessment data, compare treatment models, and describe how assessment data guide therapeutic strategies.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CDIS 5339. Dysphagia.

This course examines anatomic and physiological disorders of swallowing in individuals with neurological impairments and in patients treated for head and neck cancer. Students examine the anatomy and physiology of deglutition and evaluate pathophysiological changes affecting swallowing function. Students explore diagnostic methodologies and interpretation of imaging findings in clinical evaluation. Rehabilitation procedures are analyzed with attention to physiological rationale and outcome measurement. Emphasis is placed on integrating diagnostic data with treatment planning to support evidence-informed clinical decision-making.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CDIS 5340. Cognitive Rehabilitation.

This course examines the neuropathology and neurophysiology of traumatic brain injury and dementia as they relate to cognitive-communicative functioning. Students examine terminology, etiology, and clinical presentation of acquired cognitive-communication disorders. Students explore evidence-based assessment frameworks and treatment approaches and examine their application across populations, the lifespan, and clinical contexts. Students interpret clinical findings and assess the functional impact of cognitive-communicative disorders on daily activities, interpersonal communication, and quality of life for individuals, families, and care environments.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CDIS 5342. Aphasia.

This course examines etiology, symptomatology, assessment, remediation, and recovery patterns of acquired communication disorders resulting from central nervous system impairment, with emphasis on aphasia. Students examine neuropathological mechanisms, clinical characteristics, and recovery trajectories across populations. Students explore assessment approaches needed to analyze patterns of impairment and diagnose the type of aphasia. Students analyze intervention efficacy, compare rehabilitation models, and synthesize research findings to support the selection and adaptation of treatment approaches. Students synthesize theoretical and empirical knowledge to inform clinical reasoning.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CDIS 5344. Advanced Clinical Practicum I.

This course introduces clinical management of communication and swallowing disorders through supervised clinical practicum experiences. Students participate in clinical orientation and training related to clinic policies and procedures, including infection control, patient privacy, and confidentiality. Emphasis is placed on accurate documentation procedures, adherence to clinic policy, and development of foundational clinical skills for screening, assessment, and intervention. As the first practicum in a four course sequence, it introduces students to structured clinical activities that support the application of academic knowledge to evidence based practice. Guided supervision from clinical educators enables students to evaluate clinical decisions and reflect on early professional skill development.

3 Credit Hours. 1 Lecture Contact Hour. 8 Lab Contact Hours.
Course Attribute(s): Lab Required
Grade Mode: Credit/No Credit

CDIS 5345. Advanced Clinical Practicum II.

This course investigates applied techniques in communication disorder management through supervised clinical practicum experiences. Students critically examine diagnostic, preventive, and remediation strategies while evaluating their effectiveness in real-world clinical contexts. The course emphasizes data-informed analysis, clinical reasoning, and professional skill development. Serving as the second practicum in a four-part series, it provides structured opportunities to connect academic study with evidence-based clinical application. Prerequisite: CDIS 5344 with a grade of a "CR" or better.

3 Credit Hours. 1 Lecture Contact Hour. 8 Lab Contact Hours.
Course Attribute(s): Graduate Assistantship
Grade Mode: Credit/No Credit

CDIS 5346. Advanced Clinical Practicum III.

This course is the third practicum experience for first-year graduate students in Communication Disorders. Students investigate prevention, assessment, and intervention procedures relevant to a range of communication disorders. Through supervised clinical work, students apply these procedures in real-world contexts. The development of clinical reasoning, professional judgment, and evidence-based decision-making is emphasized, enabling students to evaluate client needs, select appropriate strategies, and monitor treatment effectiveness within ethical and professional guidelines. Prerequisite: CDIS 5345 with a grade of "CR" or better.

3 Credit Hours. 1 Lecture Contact Hour. 8 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5347. Advanced Clinical Practicum IV.

This course analyzes supervised clinical practice in communication disorders, integrating research-based inquiry with applied methods. It builds on previously acquired foundational assessment and intervention techniques investigating advanced practicum methods for clinical practice in communication disorders. As the final of four practicum courses for first-year graduate students, it engages learners in systematic analysis of prevention, assessment, and intervention processes, shifting from a one:one service delivery model to more complex and varied models. Students critically evaluate diagnostic methods, plan intervention strategies, and reflect on professional growth. The course emphasizes application of evidence-based practice and professional practice competency. Prerequisite: CDIS 5346 with a grade of "CR" or better.

3 Credit Hours. 1 Lecture Contact Hour. 8 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5350. Multicultural Perspectives in Communication Disorders.

This course explores how social and linguistic contexts shape the assessment and intervention of communication disorders. Students evaluate theoretical models, research findings, and applied case examples related to clinical service delivery across varied social and language backgrounds. Attention is given to comparative analysis of diagnostic tools, intervention strategies, and professional standards within various populations. Through focused reading and case-based inquiry, students develop analytical frameworks for examining the interaction between sociolinguistic factors and clinical decision-making in professional practice.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

CDIS 5353. Phonetics.

This course is designed to introduce students to phonetics and the English sound system, with an emphasis on both theoretical knowledge and applied clinical relevance. Students will learn to analyze and describe speech sound production, including articulatory, acoustic, and perceptual aspects of speech. Students examine patterns of speech development and speech sound variations, including those associated with speech sound disorders, with attention to identifying and analyzing phonological processes in children. Dialectal differences among English speakers are also explored. Students focus on accurate phonetic transcription using the International Phonetic Alphabet (IPA) to transcribe, analyze, and interpret speech samples for academic and clinical applications.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Leveling/Assistantships

CDIS 5363. Language Disorders in the Birth-to-5 Population.

This course examines assessment and intervention for language disorders in children from birth to age five. Students analyze frameworks used to distinguish language disorders from language differences and evaluate developmental patterns in early communication. Through detailed language sample analyses and case-based inquiry, students interpret assessment data and compare intervention options. Students examine methods for designing intervention plans grounded in empirical evidence and systematic observation. Students develop analytical skills in synthesizing assessment findings, evaluating methodological approaches, and applying structured reasoning to early childhood language assessment and intervention.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5369. Hearing Science.

This course examines foundational concepts and terminology relevant to the study of hearing and balance processes, with an emphasis on sound perception. Topics include the physical properties of sound, the anatomy and physiology of auditory and vestibular systems, principles of psychoacoustics, and models of speech perception. Typical auditory and balance system functioning is presented to establish a conceptual framework for subsequent coursework addressing assessment and intervention of disorders within these systems. Instruction emphasizes scientific models, empirical research, and quantitative and qualitative analysis of sensory processes. Course content aligns with professional standards relevant to certification and licensure in speech-language pathology and audiology.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA

Grade Mode: Leveling/Assistantships

CDIS 5370. Aural Rehabilitation.

This course provides an in-depth study of the principles, methods, and clinical applications of aural (re)habilitation for individuals with hearing loss across the lifespan. Emphasis is placed on evidence-based approaches to auditory training, speechreading, communication strategies, and the use of hearing assistive technologies including hearing aids and cochlear implants. Students will examine the psychosocial experiences of hearing loss, counseling techniques for individuals and families, and interdisciplinary service delivery models. Students will use case-based learning to develop skills for designing and implementing individualized aural rehabilitation plans.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5375. Speech Science.

This course applies scientific principles to the measurement and quantification of voice, speech, and swallowing. Students analyze the physical and physiological bases of respiration, phonation, articulation, resonance, and swallowing, emphasizing how these processes are observed, measured, and represented using quantitative methods.

The course addresses the physics of sound, acoustical phonetics, source-filter theory, and speech perception to explain how biological signals are generated, transmitted, and interpreted. Students evaluate how acoustic representations such as waveforms and spectra reflect underlying structure and function in typical and altered conditions. Selected clinical examples illustrate how measurement-based analysis supports interpretation of communicative and swallowing processes in speech-language pathology.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Leveling/Assistantships

CDIS 5380. Communication and Aging.

This course examines age-related changes in neurological, biological, psychological, and social functioning and their relevance to communication and swallowing. Students analyze aging-related patterns across systems and evaluate research on typical aging processes.

Students distinguish normal variation from pathological conditions and examine how these factors influence speech, language, cognition, and swallowing. Students further explore how demographic variables may relate to communication patterns and clinical interpretation in older adults. Empirical evidence is used to support systematic and professional decision-making.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5390. Seminar in Communication Disorders.

This course examines advanced theoretical, clinical, and research issues in communication disorders with emphasis on evidence-based practice. Topics include ethical standards in human subjects' research, assessment and treatment efficacy, clinical protocol development, and professional issues influencing service delivery. Instruction integrates the critical review of scholarly literature, applied clinical analysis, and structured research activities. Students analyze and synthesize contemporary research to evaluate treatment outcomes, develop data-informed clinical recommendations, and articulate professional perspectives grounded in empirical evidence. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

CDIS 5391. Evidence-Based Practice in Second Language Acquisition.

This course examines theoretical and applied issues in bilingual speech-language pathology, with primary emphasis on second language acquisition. Students analyze linguistic, cognitive, and sociolinguistic models relevant to bilingual language development and evaluate empirical research in the field. Students investigate assessment frameworks and intervention strategies used with bilingual individuals diagnosed with communication disorders. Through lectures, review of research literature, and case-based analysis, students develop the ability to interpret assessment data and compare treatment approaches within bilingual clinical contexts. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5392. Evidence-Based Practice in Autism.

This course explores the study of language development in children with Autism Spectrum Disorders as it relates to service delivery of speech-language pathology in a variety of settings. Students examine and evaluate evidence-based intervention models applied in clinical and educational contexts. Emphasis is placed on analyzing comprehensive case studies, outcome measures, and implementation variables that influence effectiveness across service delivery settings. Through critical inquiry, students assess how empirical findings inform clinical reasoning and decision-making in language intervention for children on the autism spectrum. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5393. Evidence-Based Practice in Stuttering.

This course examines evidence-based practice and advanced clinical issues in childhood-onset stuttering across developmental contexts. Content includes research design, treatment efficacy, counseling frameworks, family involvement, and contemporary models of stuttering intervention in a variety of clinical settings. Students will engage in critical review of empirical literature, analysis of treatment protocols, and structured evaluation of clinical research to inform professional decision-making. By the end of the course, students will be able to critically analyze research evidence and apply findings to the assessment and treatment of individuals who stutter. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5394. Evidence-Based Practice in Neurogenic, Voice, and Swallowing.

This course examines theoretical frameworks and clinical issues associated with medically based communication and swallowing disorders. Students analyze standards governing research ethics and human subject protection and evaluate research methodologies used in adult neurogenic populations. Emphasis is placed on synthesizing current research to examine relationships between evidence and clinical decision-making. Students analyze approaches to habilitation, rehabilitation, and interprofessional collaboration in medical settings, strengthening their ability to interpret scientific evidence and evaluate its implications for clinical practice. Regulatory frameworks related to research in communication sciences and disorders are reviewed to understand their application in professional contexts. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5395. Evidence-Based Practice in Communication Disorders Across the Lifespan.

This course develops advanced competence in evidence-based practice (EBP) for speech-language pathology across clinical populations and service settings. Students examine the structured process of evidence-based clinical decision making, including formulation of focused clinical questions, critical appraisal and synthesis of research evidence, and translation of findings into practical decision frameworks. Emphasis is placed on transferable reasoning skills rather than mastery of disorder-specific treatment protocols. Students evaluate emerging or unfamiliar clinical approaches and communicate clinical justifications clearly and professionally. Students are prepared for independent clinical practice by strengthening systematic analysis, professional communication, and application of research evidence across various contexts. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5396. Evidence-Based Practice for Language & Literacy in Children Who are Deaf or Hard of Hearing.

The course is designed to help students understand how to promote the language and literacy of children who are d/Deaf and hard-of-hearing within an evidence-based practice framework. In this course, students will critically examine the broad range of language and literacy treatment approaches that are used with children who are d/Deaf and hard of hearing in the early years and once in school. Prerequisite: Instructor approval.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

CDIS 5399A. Thesis.

This course provides initial supervised development of a master's thesis in communication disorders. Students conduct an extensive review of scholarly literature, refine a research focus, and design a methodologically sound study within an approved area of inquiry. Individualized faculty mentoring supports research design, ethical compliance, and preparation of materials for institutional review. By the end of the course, students will be able to formulate a research proposal and obtain approval to conduct an independent thesis study.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5399B. Thesis.

This course provides the continued supervised implementation and completion of a master's thesis in communication disorders. Students collect and analyze data, interpret findings, and complete the written thesis document in accordance with Graduate College requirements. Individualized faculty mentoring supports data analysis, scholarly writing, and preparation for oral defense. By the end of the course, students will be able to analyze research findings, defend methodological decisions, and produce a completed thesis suitable for submission and archiving.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5420. Diagnostic Audiology.

This course is designed to relate anatomy and physiology of the auditory system and the science of acoustics to the study of normal and pathological auditory function. The accurate interpretation of audiometric results is a critical tool needed in the field of Communication Disorders. A basic understanding of auditory pathologies and how they relate to speech, language, and hearing abilities is essential for any individual pursuing a career in Communication Disorders. A laboratory experience in administration and interpretation of audiological tests is provided. The content of this class is required for certification and/or licensure in speech-language pathology or audiology.

4 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Lab Required|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5462. Speech Sound Disorders.

This course explores theoretical and applied approaches to the description, assessment, and treatment of speech sound disorders in pediatric populations. Students evaluate current research, diagnostic frameworks, and clinical methodologies relevant to speech sound development and impairment. Laboratory components include systematic observation and analysis of assessment and intervention procedures. Through case-based inquiry and discussion, students develop the ability to interpret clinical data and compare treatment models. The course provides foundational knowledge for understanding pediatric speech sound disorders within professional practice contexts.

4 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5466. Language Disorders.

This course analyzes theoretical and practical frameworks for the identification and assessment of language disorders in infants, children, and adolescents. Students examine clinical demonstrations to evaluate assessment procedures and patterns of disordered language. Using guided observation and detailed language sample analyses, students investigate relationships between observed behaviors and diagnostic criteria. Students evaluate approaches to remediation through comparison of current clinical methods. Students strengthen their ability to interpret evidence, assess methodological rigor, and apply analytical reasoning to language disorder identification and intervention.

4 Credit Hours. 4 Lecture Contact Hours. 2 Lab Contact Hours.

Course Attribute(s): Exclude from Graduate GPA|Lab Required|Leveling

Grade Mode: Leveling/Assistantships

CDIS 5599B. Thesis.

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5689. Clinical Externship I in Communication Disorders.

This course is the first of two required off-campus clinical placements and evaluates the application of foundational knowledge and clinical competencies in speech-language pathology within community-based practicum settings. Students investigate the processes of assessment, treatment planning, documentation, and therapeutic service delivery under the direct supervision of licensed speech-language pathologists. Emphasis is placed on analyzing clinical decision-making, applying evidence-based methodologies, and integrating theoretical frameworks into professional practice. Through structured supervision and reflective analysis, students refine their ability to evaluate intervention outcomes and professional communication in authentic clinical contexts. Prerequisite: CDIS 5347 with a grade of "CR".

6 Credit Hours. 1 Lecture Contact Hour. 30 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5690. Clinical Externship II in Communication Disorders.

This course is the second of two required off-campus clinical placements and evaluates the application of foundational knowledge and clinical competencies in speech-language pathology within community-based practicum settings. Students investigate the processes of assessment, treatment planning, documentation, and therapeutic service delivery under the direct supervision of licensed speech-language pathologists. Emphasis is placed on analyzing clinical decision-making, applying evidence-based methodologies, and integrating theoretical frameworks into professional practice. Through structured supervision and reflective analysis, students enhance their ability to evaluate intervention outcomes and professional communication with increasing independence in authentic clinical contexts. Prerequisite: CDIS 5689 with a grade of "CR".

6 Credit Hours. 1 Lecture Contact Hour. 30 Lab Contact Hours.

Grade Mode: Credit/No Credit

CDIS 5999B. Thesis.

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Credit/No Credit