College of Education
COMMUNICATION DISORDERS AND SCIENCES (CDS)
Advising Handout

Career Paths for the CDS Major

- **Speech Language Pathology**
  Speech-language pathologists work with individuals with communication disorders in these areas:
  - Speech Production
  - Language
  - Literacy/writing
  - Fluency
  - Voice
  - Cognition
  - Hearing
  - Augmentative and Alternative Communication

  Speech-language pathologists often work as part of a team, which may include teachers, physicians, audiologists, psychologists, social workers, rehabilitation counselors, as well as other professionals.

- **Audiology**
  Hearing is one of our most vital senses, and audiologists are experts in the non-medical management of the auditory and balance systems. They specialize in the study of:
  - Normal and impaired hearing.
  - Prevention of hearing loss.
  - Identification and assessment of hearing and balance problems.
  - Rehabilitation for persons with hearing and balance disorders.

  Audiologists frequently work with other medical specialists, speech-language pathologists, educators, scientists, and allied health professionals and technicians.
**Speech-Language Pathology Assistants and Audiology Support Personnel**
The fields of speech-language pathology and audiology utilize support personnel who, following academic or on-the-job training, perform tasks as prescribed, directed, and supervised by American Speech-Language-Hearing Association (ASHA)-certified speech-language pathologists. There are different levels of support personnel based on training and scope of responsibilities. Various states may use different terminology to refer to support personnel in speech-language pathology (e.g., communication aides, paraprofessionals, and speech-language assistants).

*For more information about qualifications and professional roles in speech pathology and speech, language and hearing sciences, visit the website of the American Speech-Language-Hearing Association (ASHA) at [www.asha.org](http://www.asha.org).*

Nearly 46 million U.S. residents, or one in every six U.S. residents, live with some type of communication disorder. No wonder our professions offer so much potential and so many choices. Work settings include schools, hospitals, nursing homes, businesses, private practices, universities, research laboratories, corporations, industry, and government agencies. Clients include infants, children, adolescents, and adults.

Currently, a shortage of speech-language pathologists exists in the education sector as well as in health care.

**10 Reasons to Choose a Career in Audiology or Speech-Language Pathology**
1. To provide service to members of the community.
2. To be a professional who is independent and assumes responsibility.
3. If you enjoy the personal satisfaction of making a difference in someone’s life.
4. If you want a job with opportunities for creativity.
5. For the option of a variety of different work settings and room to travel.
6. If you like to formulate questions and investigate the answers.
7. It is a challenging academic and intellectual experience.
8. To develop new techniques using a variety of technology.
9. Contribute to the growing and vital body of knowledge.
10. To earn a good living.
CDS Program at the University of Oregon

Bachelor’s Degree

The bachelor’s degree in CDS is considered a pre-professional degree. Students can earn either a bachelor of science (B.S.) or a bachelor of arts (B.A.). Students take prerequisite courses during their freshman and sophomore years, and courses in the major are largely taken in the junior and senior years. Students are encouraged to pursue a strong liberal arts curriculum freshman and sophomore years in biology, linguistics, English, and psychology. The CDS undergraduate courses fulfill the prerequisites for graduate level work, as well as offering a broad understanding of communication disorders across the lifespan. The bachelor’s degree prepares students to enter a graduate program in either speech-language pathology or audiology. For certification and licensure in speech language pathology, a master’s degree (M.A. or M.S) is required; for audiology, the Doctor of Audiology degree (Au.D) is required. Some students choose the option of pursuing graduate work in related fields such as early intervention, special education, teaching, and human services.

The goals of the program are to provide students opportunities to learn about:

- The anatomical and physiological bases of speech, language, and hearing
- The physical properties of speech (acoustics and phonetics)
- The role of biology, cognition, environment, and culture in language acquisition
- The development of speech and language
- Speech, language, and hearing disorders across the life span
- Assessment and treatment procedures for individuals from diverse cultural and linguistic backgrounds with speech, language, and hearing disorders
- Professional issues in speech-language pathology and audiology.

Major Requirements

Students planning study in CDS may declare the major at any time during their freshman or sophomore year. Potential majors are encouraged to seek academic advising in the department by winter term of their sophomore year to develop a plan to meet program prerequisites. An important note for program planning: CDS courses are offered only one time per year, and in some cases, every other year. Students planning study abroad or other additional education experiences should meet with the program advisor early on to ensure timely graduation.
Initial Major Core. CDS students are evaluated on an initial core of courses, typically completed by fall of junior year, to determine their academic progress. The initial core consists of 17 credits:

<table>
<thead>
<tr>
<th>Initial Core Requirements</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the English Word (LING 150)</td>
<td>4</td>
</tr>
<tr>
<td>Information Data Retrieval (EDLD 450)</td>
<td>1</td>
</tr>
<tr>
<td>Communication Disorders in Society and Media (CDS 201)</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology of Speech Mechanism (CDS 442)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Language Development (CDS 450)</td>
<td>4</td>
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</table>

Students begin the 400 level CDS courses in fall of the junior year; other courses in the initial core may be completed freshman or sophomore year. Transfer students who are entering in fall of their junior year typically take LING 150 and EDLD 450 in fall term if these courses were not available at their previous institution.

Courses in the initial core must be completed with a grade of C or better. In addition, students are required to have an overall GPA of 2.70. Students who do not meet the initial core requirement will be unable to register for further CDS classes; however, they may be able to work on an adjusted program plan with academic advisor approval (provisional program status).

Remaining Major Core. Following successful completion of the initial core, students complete the remaining requirements through their junior and senior years:

<table>
<thead>
<tr>
<th>Major Core Requirements</th>
<th>45 credits</th>
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<tbody>
<tr>
<td>American Sign Language for Educators I (ASL 311)</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Observation (CDS 411)</td>
<td>3</td>
</tr>
<tr>
<td>Acoustics of Speech (CDS 443)</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Phonetics (CDS 444)</td>
<td>4</td>
</tr>
<tr>
<td>Later Language Development (CDS 451)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Audiology (CDS 457)</td>
<td>4</td>
</tr>
<tr>
<td>Audiological Assessment (CDS 458)</td>
<td>4</td>
</tr>
<tr>
<td>Audiological Rehabilitation (CDS 459)</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Developmental Disorders in Communication (CDS 460)</td>
<td>4</td>
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<tr>
<td>Structural Disorders of Communication (CDS 461)</td>
<td>4</td>
</tr>
<tr>
<td>Neurogenic Disorders of Communication (CDS 462)</td>
<td>4</td>
</tr>
<tr>
<td>Childhood Studies (EDST 411)</td>
<td>3</td>
</tr>
</tbody>
</table>

Each CDS course must be completed with a grade of C or better. Any course for which a student receives a grade of C- or below must be repeated.

Undergraduate students must maintain an overall GPA of 2.70 to remain in the program. Declared majors who fall below the required GPA will be notified in writing and placed on probation for one quarter. If, in the term following placement on probation, the student fails to raise the GPA to the acceptable level, notification will be sent that the student is being dropped from the major.

Majors must also complete (a) 12 credits (one course each) in mathematics, biological science, and physical science, and (b) a minimum of 6 credits from approved elective courses in anthropology, American Sign Language and Deaf culture, educational studies, international studies, linguistics, psychology, or special education. A list of courses is available online, from the program secretary, or undergraduate advisor.

**American Sign Language**

The CDS program houses the American Sign Language (ASL) program. The ASL program allows students to study and learn American Sign Language to fulfill the university’s requirement for second language to earn the Bachelor of Arts degree. In addition to the language classes, courses in Deaf issues and cultures are available. The ASL language courses are not a requirement for the CDS major.

**Financial Aid for Undergraduate and Graduate Programs**

The College of Education has a number of scholarship and other financial aid opportunities for undergraduate and graduate students. Please check out this link to find the opportunity that best suits your situation:

[http://education.uoregon.edu/path.htm?setpath=22&setsubpath=1](http://education.uoregon.edu/path.htm?setpath=22&setsubpath=1)
Nonmajor Student Status
On occasion, students who are pursuing a bachelor’s degree in another major decide they would like to pursue graduate work in speech pathology or audiology, yet adding the CDS major would not be feasible. With approval from the undergraduate advisor, these students can elect to take the essential prerequisite courses for graduate work, including CDS 411, 442, 443, 444, 450, 457, 458, and 459. These students do not meet requirements for a degree in CDS and must be cleared for courses each term by the academic advisor.

Postbaccalaureate: General Information
Students who have a bachelor’s degree in a field other than speech-language pathology and are interested in obtaining a master’s degree in Communication Disorders and Sciences may be appropriate candidates for postbaccalaureate study. Postbaccalaureate status allows a student to begin coursework in the program without the extensive admissions procedure required for graduate school. For more information on our Graduate Program, please visit us on our website or contact us by phone or email. Contact information is listed on the next page.

Any student is eligible to enter the program and complete prerequisites necessary for graduate school and certification, regardless of their prior academic history. Completion of undergraduate prerequisites prepares a student for the master’s program and generally makes a student more appealing to graduate program admissions committees across the country.

Many students complete the majority of prerequisites in one year as a full-time student. Students will develop an individualized program in consultation with the undergraduate advisor based upon their previous academic work. In addition to academic work, students have the opportunity to do clinical observations in our on-campus clinic.

Postbaccalaureate Admissions Procedures: Students should apply to the University of Oregon Admissions Office for postbaccalaureate non-graduate admissions. No departmental application forms are required.
http://admissions.uoregon.edu/returning.html#postbac

Clinical Services
The Speech-Language-Hearing Center (SLHC) is a full-service clinic for the community as well as the practicum-training site for students in the Communication Disorders and Sciences (CDS) program. The center is located on the first floor of the HEDCO Education Building on the University of Oregon campus at 1655 Alder Street, Suite 170.

Clinical Services
The center operates in conjunction with the University quarter schedule – Monday through Friday – 8:00 a.m., to 5:00 p.m. Support groups may be scheduled in the evenings. Please direct clinic questions to the Clinic Secretary at 346-0923.
Student Clinical Training
Graduate students provide intervention and evaluation services to children and adults with communication and cognitive disorders. Faculty members who hold the Certificate of Clinical Competence (CCC) from ASHA, and who are licensed by the state, supervise students. Faculty supervise in their area of specialty, including pediatric and adult speech and language disorders, cognitive rehabilitation, voice, augmentative communication, and audiology.

Master’s Program
The master’s program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certificate of Clinical Competence and state of Oregon licensure. In addition, the program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The communication disorders and sciences major leads to a Master of Arts (M.A.) or Master of Science (M.S.) degree.

Doctoral Program
The doctoral program emphasizes advanced scholarship in a specialized area of speech-language pathology. The doctoral degree (Ph.D.) emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The Doctor of Education (D.Ed.) degree program is inactive.

For more information about the Communication Disorders and Sciences Program: http://education.uoregon.edu/cds

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<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Major Director and Postbaccalaureate Advisor</td>
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<td>Academic Secretary</td>
<td>Suzi Lane</td>
<td><a href="mailto:cds@uoregon.edu">cds@uoregon.edu</a></td>
<td>346-2480</td>
</tr>
</tbody>
</table>

Accredited in Speech-Language Pathology by the Council on Academic Accreditation of the American-Speech-Language Hearing Association
AMERICAN SIGN LANGUAGE
Undergraduate Level Courses

ASL 101, 102, 103 First Year American Sign Language (5) 101: Study of basic grammatical structure and vocabulary of American Sign Language; expressive and receptive finger-spelling; introduction to American deaf culture. 102: increased communication skills in ASL; study of cultural values and behavioral rules of the deaf community. 103: concentration on understanding and acquiring advanced conversational proficiency; emphasis on ASL classifiers; study of deaf culture as a linguistic minority. Sequence: ASL 101-103, 201-203; must be taken in order.

ASL 201, 202, 203 Second Year American Sign Language (4) 201: applied conversational use of ASL through literature, narratives, poetry, and plays; explores various underlying metaphors found in ASL literature. 202: emphasis on more abstract and challenging conversational and narrative ranges; lab and readings cover historical aspects of deaf community and culture. 203: further emphasis on more abstract and challenging conversational and narrative ranges; explores broader political and social activities of international deaf community. Sequence: ASL 101-103, 201-203; must be taken in order.

ASL 301 American Deaf Culture (4) Study of the relationship between small groups and dominant culture in the United States. Explores issues of language, culture, self-representation, identity, and social structure.

ASL 311 ASL for Educators (3) Designed for students with no knowledge of ASL who plan to work in professions with clients who have some degree of hearing loss.

COMMUNICATION DISORDERS AND SCIENCES
Undergraduate Level Courses

CDS 201 Communication Disorders in Society and Media (4) Presents a survey of communication disorders and differences, comparing individual and social-cultural perspectives through popular media and real case examples.

CDS 409 Practicum Assistantship (1-7) Pre-req: instructor’s consent.

CDS 411 Clinical Observation (3) Fundamental principles and procedures for treating persons who have communication disorders; for the beginning clinician. Provides opportunities to observe therapy sessions.

CDS 442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.
CDS 443/543 Acoustics of Speech (4) Acoustic measurement and analysis of sound production and reception in human communication.

CDS 444/544 Clinical Phonetics (4) Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.

CDS 450/550 Introduction to Language Development (4) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy. Pre-req: LING 290.

CDS 451/551 Later Language Development (4). This course is designed to promote an in-depth study of language development in school-age children, adolescents, and young adults (ages 6-20+ years).

CDS 457/557 Fundamentals of Audiology (4) Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies of hearing impairment.


CDS 459/559 Audiological Rehabilitation (4) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments. Pre-req: CDS 458/558.

CDS 460/560 Developmental Disorders in Communication (4) Explores growth and developmental disorders that cause or contribute to child and adult speech, language, fluency, and auditory impairments.

CDS 461/561 Structural Disorders of Communication (4) Explores physical problems that cause or contribute to child and adult speech, language, and auditory impairments.

CDS 462/562 Neurogenic Disorders of Communication (4) Explores neurologic disorders that cause or contribute to child and adult speech, language, voice and auditory impairments.