

# SPEECH-LANGUAGE PATHOLOGY, M.S.

## Program Description

La Salle University's Department of Communication Sciences and Disorders offers a Master of Science in Speech-Language Pathology.

Speech-language pathologists care for clients of all ages and cultural backgrounds with communication and swallowing disorders. Speech-language pathologists assess, treat, and help prevent speech, language, cognitive-communication, voice, swallowing, fluency, and related disorders.

This graduate program is a full-time program. Academic classes are scheduled in the late afternoon and early evening. Clinical practicum experiences in our on-campus clinic and affiliate sites are predominantly scheduled during business hours. Students have the opportunity to participate in diverse clinical practicum experiences in various professional settings.

## Mission

La Salle University's Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communication sciences and disorders. Students learn to think critically and communicate effectively to meet professional credentialing requirements, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice, recognize diverse client/caregiver perspectives and values, and pursue life-long learning.

## Program Goals

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The program offers theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The program is designed to prepare students to meet requirements for certification by the American Speech-Language-Hearing Association, licensure by the Commonwealth of Pennsylvania, and foundations for doctoral study. Graduates of this program will earn a Master of Science degree.

## Program Specific Information

### Accreditation

The Master of Science (M.S.) education program in speech-language pathology (residential) at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

### Certification and Licensure

The American Speech-Language-Hearing Association (ASHA) is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-

hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification is called the Certificate of Clinical Competence (CCC) and requires completing specific program coursework, including practicum, a supervised Clinical Fellowship (CF), and passing a national examination.

For more information about ASHA certification, please visit <https://www.asha.org/certification/>.

All 50 states require speech-language pathologists to be licensed to practice. For state-specific licensure information (including Pennsylvania, New Jersey, and Delaware), please visit State-by-State ([asha.org](https://www.asha.org/advocacy/state/)) (<https://www.asha.org/advocacy/state/>).

La Salle University's M.S. in Speech-Language Pathology program is approved by the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania for Instructional I Teacher Certification for Speech and Language Impaired PK-12 and Educational Specialist I School Speech & Language Pathologist PK-12. One of these certificates is required to work as an SLP in Pennsylvania schools. Candidates applying for either certificate are required to pass the appropriate PRAXIS Test/s administered by the Educational Testing Service. Information about the PRAXIS Tests is available at <http://www.ets.org/praxis/pa> (<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ets.org%2Fpraxis%2Fpa&data=05%7C02%7C%7C4b78dcfe064d686b9f08dc81a724f6%7C1036f37b0d59489ca8801a6aebd2bd%7C7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWw%7C0%7C%7C%7C&sdata=o4t6H8utsPicQl6nV6YnjkN6EMYgkBsURXIK3ubwwNU%3D&reserved=0>). Other states may also require prospective school-based SLPs to take these or other examinations. In addition to all the requirements for completing the Master's degree, the Department of Communication Sciences and Disorders Faculty must recommend candidates for Instructional I certificates. Recommendations are predicated upon completing all course requirements with the required grade point average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses).

## Clinical Experiences

The Master of Science in Speech-Language Pathology offers clinical education at various practicum sites. The CSD Department has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities for supervised clinical practicum affiliations in the greater Philadelphia area. Currently, these include acute-care hospitals (pediatric and adult); rehabilitation hospitals (pediatric and adult); specialized schools; elementary, middle, and high schools in Pennsylvania, New Jersey, and Delaware; intermediate units in Pennsylvania and educational services units in New Jersey; and private practices in Pennsylvania, New Jersey, and Delaware.

## The National Student Speech-Language-Hearing Association

The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in communication sciences and disorders. La Salle University formed an ASHA-recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in our program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach

programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Visit the NSSLHA Web site: [www.nsslha.org](http://www.nsslha.org) (<http://www.nsslha.org>).

## CSD Student Handbook

The Communication Sciences and Disorders Student Handbook contains program-specific rules, guidelines, and procedures for progression and will be available to all students.

## Degree or Certificate Earned

M.S.

## Required for Program Completion

- Courses
  - 20
- Credits
  - 60
- GPA
  - 3.0

## Student Learning Outcomes

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the current ASHA Certification Standards in Speech-Language Pathology.

- Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
- Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
- Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
- Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)
- Demonstrate clinical skills in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-E; IV-G; V-B)
- Integrate research with clinical knowledge to improve the evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B)
- Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D; IV-E; IV-F; IV-G)
- Pursue education and credentials necessary for obtaining/maintaining certification and licensure. Pursue ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F; VI)

- Implement appropriate assessment and intervention for diverse client populations across the lifespan. (IV-B; IV-C; IV-D; V-B; V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-F)
- Practice independently and collaboratively in various health-care and educational systems in an appropriate professional manner. (IV-A through IV-H; V-A through V-F)

## Academic Requirements

### Curriculum

Course selection is made with an adviser and includes undergraduate transcript review. If a student has deficiencies in undergraduate prerequisites, the student must complete the missing coursework during the graduate course of study.

Code	Title	Credits
<b>Required Courses</b>		
COSD 501	Introduction to Clinical Practicum	3
COSD 502	Introduction to Aural Habilitation/Rehabilitation	3
COSD 503	Speech Sound Disorders	3
COSD 511	Stuttering and Other Fluency Disorders	3
COSD 512	Language Disorders in Young Children	3
COSD 513	Acquired Language Disorders	3
COSD 514	Language Learning Disabilities in School-Age Children and Adolescents	3
COSD 515	Voice Disorders	3
COSD 516	Clinical Practicum and Procedures	3
COSD 518	Research Design in Communication Disorders	3
COSD 520	Dysphagia: Diagnosis and Treatment of Swallowing Disorders	3
COSD 521	Advanced School Practicum in Speech-Language Pathology	3
COSD 527	Motor Speech Disorders	3
COSD 528	Counseling Seminar in Communication Disorders	3
COSD 614	Clinical Diagnostics in Speech-Language Pathology	3
COSD 616	Advanced Clinical Practicum and Case Study	3
COSD 619	Medical Speech-Language Pathology	3
COSD 635	Integrative Capstone in Communication Disorders	3
<b>Electives</b>		
Students must take two electives of the following:		6
COSD 526	Alternative and Augmentative Communication	
COSD 530	Special Topics in Communication Disorders	
COSD 537	Geriatric Communication Disorders	
COSD 618	Communication in Autism Spectrum and Related Disorders	
COSD 620	Pediatric Dysphagia	
COSD 622	Applied Instrumentation in Speech-Language Pathology	
COSD 640	Thesis Research in Communication Disorders	

COSD 670 Management of Cognitive-Communication Disorders

## Course Sequence

Course	Title	Credits
<b>First Year</b>		
<b>First Semester</b>		
COSD 501	Introduction to Clinical Practicum	3
COSD 503	Speech Sound Disorders	3
COSD 512	Language Disorders in Young Children	3
COSD 518	Research Design in Communication Disorders	3
<b>Credits</b>		<b>12</b>
<b>Second Semester</b>		
COSD 513	Acquired Language Disorders	3
COSD 515	Voice Disorders	3
COSD 516	Clinical Practicum and Procedures	3
COSD 520	Dysphagia: Diagnosis and Treatment of Swallowing Disorders	3
Optional COSD Graduate Elective		0-3
<b>Credits</b>		<b>12-15</b>
<b>Third Semester</b>		
COSD 614	Clinical Diagnostics in Speech-Language Pathology	3
COSD 619	Medical Speech-Language Pathology	3
Optional 1 or 2 COSD Graduate Elective(s)		0-6
<b>Credits</b>		<b>6-12</b>
<b>Second Year</b>		
<b>First Semester</b>		
COSD 514	Language Learning Disabilities in School-Age Children and Adolescents	3
COSD 521 or COSD 616	Advanced School Practicum in Speech-Language Pathology or Advanced Clinical Practicum and Case Study	3
COSD 527	Motor Speech Disorders	3
COSD 528	Counseling Seminar in Communication Disorders	3
Optional COSD Graduate Elective		0-3
<b>Credits</b>		<b>12-15</b>
<b>Second Semester</b>		
COSD 502	Introduction to Aural Habilitation/Rehabilitation	3
COSD 511	Stuttering and Other Fluency Disorders	3
COSD 635	Integrative Capstone in Communication Disorders	3
COSD 521 or COSD 616	Advanced School Practicum in Speech-Language Pathology or Advanced Clinical Practicum and Case Study	3
Optional COSD Graduate Elective		0-3
<b>Credits</b>		<b>12-15</b>
<b>Total Credits</b>		<b>54-69</b>

All MS in SLP students must complete two COSD graduate electives.

## Course Descriptions

### Communication Sciences and Disorders

#### COSD 501 Introduction to Clinical Practicum

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students are supervised by an ASHA certified speech-language pathologist. In this unique practicum setting, student clinicians apply theoretical knowledge, develop clinical management skills, develop self-analysis and evaluation abilities, and become familiar with

professional issues in the discipline. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Face to Face*

*Restrictions: CSD graduate students and CSD five-year seniors*

#### COSD 502 Introduction to Aural Habilitation/Rehabilitation

This course examines principles and strategies in the management of hearing status in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Face to Face*

*Restrictions: CSD graduate students*

#### COSD 503 Speech Sound Disorders

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting speech sound development are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of speech sound disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.

*Number of Credits: 3*

*When Offered: Fall*

*How Offered: Face to Face*

*Restrictions: CSD graduate students and CSD five-year seniors*

#### COSD 511 Stuttering and Other Fluency Disorders

This course provides information about typical fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children, adolescents, and adults. Cluttering, neurogenic, and psychogenic fluency disorders and their evaluation and management are discussed. Controversies regarding theoretical explanations about the causes and the nature of stuttering that influence management strategies are discussed. Stuttering modification, fluency shaping, and holistic therapeutic approaches are reviewed, and video case studies are used to illustrate the approaches. Students are afforded the opportunity to evaluate and create a treatment plan for an adult who stutters as part of the final project for the course.

*Number of Credits: 3*

*When Offered: Spring*

*How Offered: Face to Face*

*Restrictions:* CSD graduate students

### **COSD 512 Language Disorders in Young Children**

This course explores the nature and treatment of language disorders in young children, from birth to age six. Theoretical approaches are combined with hands-on application to provide a comprehensive overview of assessment and intervention across key language domains and developmental stages. Students will engage in real world case studies, analysis of current research, diagnostic reasoning, and the development of evidence-based intervention plans for home, school, and community settings. Diagnostic information including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*Restrictions:* CSD graduate students and CSD five-year seniors

### **COSD 513 Acquired Language Disorders**

This course provides an overview of acquired language disorders. Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia, traumatic brain injury, right-hemisphere disorders, dementia, and related cognitive-communication disorders are examined. Theoretical models in the evaluation and treatment of acquired language disorders are discussed and contrasted.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*Restrictions:* CSD graduate students and CSD five-year seniors

### **COSD 514 Language Learning Disabilities in School-Age Children and Adolescents**

This course focuses on language learning disabilities and differences in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language and literacy needs within the academic curriculum.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

*Prerequisites:* COSD 512 or permission of instructor

### **COSD 515 Voice Disorders**

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Models of current treatment strategies are discussed.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

### **COSD 516 Clinical Practicum and Procedures**

This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication disorders. COSD 516 takes place in an affiliated clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*Restrictions:* CSD graduate students and CSD five-year seniors

*Prerequisites:* COSD 503 and COSD 512 and permission of Program Director

### **COSD 518 Research Design in Communication Disorders**

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of technology in data analysis are emphasized.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*Restrictions:* CSD graduate students and CSD five-year seniors

*Prerequisites:* A statistics course such as HSC 217 or equivalent or permission of instructor

### **COSD 520 Dysphagia: Diagnosis and Treatment of Swallowing Disorders**

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*Restrictions:* CSD graduate students and CSD five-year seniors

**COSD 521 Advanced School Practicum in Speech-Language Pathology**

Candidates for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 engage in an advance school practicum experience in public or private schools in the greater Philadelphia area under the supervision of a school-based ASHA certified speech-language pathologist and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age-appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice and fluency for children who may range in grade from preschool through high school.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

*Prerequisites:* COSD 516 and permission of the Graduate Program Director

**COSD 526 Alternative and Augmentative Communication**

Augmentative and alternative communication course will discuss evidence-based assessment and intervention for complex communicators across the lifespan. The course will examine the need for AAC in both developmental disabilities and acquired disabilities. The intent of this course is to provide graduate level students with an understanding of terminology, techniques, assessment principles, research, and therapeutic procedures for persons with severe communication disorders. The course will provide exploration of access, symbols, systems, communication, and language.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

*Prerequisites:* COSD 516

**COSD 527 Motor Speech Disorders**

This course provides an overview of the neurological disorders that affect speech production. Normal speech production processes are reviewed from a neurophysiological perspective. All 7 types of dysarthria are discussed and video examples of patients exhibiting those types are used as part of the instructional materials. Procedures for assessing motor speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are discussed.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

**COSD 528 Counseling Seminar in Communication Disorders**

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

*Number of Credits:* 3

*When Offered:* Fall

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

**COSD 530 Special Topics in Communication Disorders**

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

*Number of Credits:* 3

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

*Prerequisites:* Permission of instructor

**COSD 537 Geriatric Communication Disorders**

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

**COSD 614 Clinical Diagnostics in Speech-Language Pathology**

This course provides advanced knowledge and skills in assessment principles, processes, and applied practice. Through a case-based, client-centered approach, students apply content knowledge to clinical cases to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically based disorders. Students interact with live and simulated clients and other professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Emphasis is placed on selection, administration, and interpretation of standardized assessments, informal measures, and observational data.

*Number of Credits:* 3



*When Offered:* Summer

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

### **COSD 616 Advanced Clinical Practicum and Case Study**

This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill clinical practicum requirements. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders. Students prepare a detailed case study using a patient from their current clinical site and are required to incorporate the Social Determinants of Health (SDOH) and the ICF Model to capture the lived experiences of their patient. Feedback and reflection regarding clinical decision-making are emphasized.

*Number of Credits:* 3

*When Offered:* Fall, Spring

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

*Prerequisites:* COSD 516

### **COSD 618 Communication in Autism Spectrum and Related Disorders**

This course provides an overview of autism spectrum disorders (ASD) and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of ASD and selective mutism (SM). Professional issues relating to assessment and treatment of children on the autism spectrum and selective mutism are discussed and applied to evaluation protocols, behavioral strategies, and treatment methodologies. This course also addresses current topics within the field, engaging students in debated issues. Augmentative-alternative communication (AAC) for children in need of non-vocal communication is addressed.

*Number of Credits:* 3

*When Offered:* Summer, Spring

*How Offered:* Face to Face

### **COSD 619 Medical Speech-Language Pathology**

This course introduces the graduate student in speech-language hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the six major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, Neonatal Intensive Care (NICU) and Medicine. The information necessary to interact with these services and treat their patients will be provided. Video presentations using the Acute Care Consultative Model is a basis for discussing disorder. An interprofessional expert panel is invited to take questions from the students regarding their interface with speech-language pathologists in the acute care setting.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Face to Face

*Restrictions:* CSD Graduate Students

*Prerequisites:* COSD 513 and COSD 520 or permission of instructor

### **COSD 620 Pediatric Dysphagia**

This course provides information about the anatomy and physiology of normal and disordered pediatric swallowing and explores its evaluation and treatment through a neurodevelopmental lens. Students will develop skills in the diagnosis and management of feeding and swallowing disorders across a range of pediatric clinical populations and settings, including hospitals, outpatient clinics, early intervention programs, schools, and in-home services. Emphasis is placed on the speech-language pathologist's role as a member of an interdisciplinary team. Problem-based and experiential learning methods are used to address the complex medical, developmental, and social factors influencing pediatric dysphagia.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Face to Face

*Restrictions:* CSD Graduate Student

*Prerequisites:* COSD 520 or permission of the instructor

### **COSD 622 Applied Instrumentation in Speech-Language Pathology**

This course focuses on the pros and cons of instrumentation in Speech Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to comprehend the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*Restrictions:* CSD Graduate Students

*Prerequisites:* COSD 520 or permission of the instructor

### **COSD 635 Integrative Capstone in Communication Disorders**

This seminar course is designed as a comprehensive overview, integration, and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students'

work. Formatively, students will develop a portfolio that exemplifies their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights into the field. Students formally present information from scholarly texts in preparation for professional certification and licensure.

*Number of Credits:* 3

*When Offered:* Spring

*How Offered:* Face to Face

*Restrictions:* CSD Graduate Students

*Prerequisites:* COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director

### **COSD 640 Thesis Research in Communication Disorders**

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Students may re-register for this course until completion of thesis.

*Number of Credits:* 3

*How Offered:* Face to Face

*Restrictions:* CSD Graduate Students. Permission of faculty member and program director

*Prerequisites:* COSD 518

### **COSD 670 Management of Cognitive-Communication Disorders**

This course is designed to provide students with a comprehensive understanding of the cognitive-communication disorders associated with traumatic brain injury (TBI), right-hemisphere brain damage (RHBD), mild cognitive impairment (MCI), and dementia. Students will learn clinical methods for differential diagnosis and treatment provision. Topics to be covered include neuropathology of TBI, RHBD, and neurodegenerative diseases; variables of recovery; assessment and treatment of individuals with cognitive-communication disorders; and patient and family education.

*Number of Credits:* 3

*When Offered:* Summer

*How Offered:* Face to Face

*Restrictions:* CSD graduate students

## **Faculty**

Ryan S. Husak, Ph.D., CCC-SLP, Associate Professor, Chair

Dana Bitetti, Ph.D., CCC-SLP, Associate Professor, Graduate Program Director

Evelyn R. Klein, Ph.D., CCC-SLP, Professor

James M. Mancinelli, Ph.D., CCC-SLP, Associate Professor

Maureen Costello-Yacono, Ph.D., CCC-SLP, Assistant Professor and Director of Clinical Education

Kristopher Ralph, M.S., CCC-SLP, Clinic Director

## **Program Contact Information**

Dana Bitetti, Ph.D., CCC-SLP, Associate Professor, Graduate Program Director

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