Communication Sciences and Disorders, B.S.

Degree Offered

• Bachelor of Science

Nature of the Program

The undergraduate program in Communication Sciences and Disorders is committed to the preparation of students interested in understanding the foundations of communication for typical and disordered speech, language, and hearing across the lifespan. Leading to the Bachelor of Science (BS) degree, this undergraduate program emphasizes education in liberal studies; anatomy and physiology of the speech and hearing mechanisms; development of speech and language skills; awareness of cultural diversity and its relationship to communication; phonetics; and a broad introduction to communication sciences and disorders.

Undergraduates with a BS in Communication Sciences and Disorders can pursue graduate school in speech-language pathology, audiology, public health care, public policy, education, and special education. Other options after the BS program include jobs as speech-language pathology or audiology assistants, hearing aid sales, in communications, in public affairs and policy for persons with disabilities, and in other education and health-related jobs related to advocacy and communication for persons with disabilities.

The demand for certified practitioners is continually increasing; consequently, job prospects remain very good. The undergraduate program and subsequent options in graduate study enable graduates to seek employment in a variety of settings and work with individuals of all ages as well as to pursue academic and research careers in the discipline of communication sciences and disorders.

ADMINISTRATION

CHAIR

• Jayne Brandel - PhD, CCC-SLP (University of Kansas)
  Associate Professor

VICE CHAIRS

• Nancy Aarts - PhD, CCC-A (Northwestern University)
  Associate Professor and Vice Chair, Audiology

FACULTY

ASSOCIATE PROFessORS

• Nancy Aarts - PhD, CCC-A (Northwestern University)
  Vice Chair, Audiology
• Jayne Brandel - PhD, CCC-SLP (University of Kansas)
  Chair
• Ashleigh Callahan - PhD, CCC-A (James Madison University)
• Alex Hollo - PhD, BCBA-D (Vanderbilt University)
• Kimberly Meigh - PhD, CCC-SLP (University of Pittsburgh)
  Coordinator of Clinical Services

ASSISTANT PROFessORS

• Molly Abitbol - MS, CCC-SLP (Nova Southeastern University)
• Christa Babjack - MA, CCC-SLP (Western Michigan University)
• Christina Dastollo-Hromack - PhD, CCC-SLP (University of Pittsburgh)
• Heather Forbes - PhD, CCC-SLP, BCBA-D (University of Kansas)
• Anna Gravelin - PhD, CCC-SLP (Bowling Green State University)
• Almara Hutchinson - MA, CCC-SLP (Radford University)
  Coordinator of Clinical Education
• Megan Israelsen - PhD, CCC-SLP (Utah State University)
• Eric Johnson - PhD, AuD, CCC-A (Ohio State University, University of Utah)
• Kenneth Morse - PhD, AuD, CCC-A (Syracuse University)
• Tracy Toman - MS, CCC-SLP (West Virginia University)
• Leah Valensi - AuD, CCC-A (Syracuse University)

PROFESSORS EMERITI
• Mary Ellen Tekieli Koay - PhD
• Norman J. Lass - PhD
• Dennis M. Ruscello - PhD, ASHA Honors
• Kenneth O. St. Louis - PhD
• Charles M. Woodford - PhD

ASSOCIATE PROFESSORS EMERITI
• Leslie Graebe - MS
• Conrad Lundeen - PhD

TEACHING ASSOCIATE PROFESSORS EMERITI
• Karen B. Haines - MS
• Gayle B. Neldon - EdD

ASSISTANT PROFESSORS EMERITI
• Lynn R. Cartwright - EdD
• Cheryl L. Prichard - EdD

Admissions for 2025-2026

FRESHMAN ADMISSION
To be eligible for direct admission to the Communication Sciences and Disorders program, students must have an overall high school GPA of 3.0 or a 23 Composite ACT or 1150 SAT or 45 ALEKS placement score. Applications are reviewed on a case-by-case basis if the applicant's GPA or test scores are below the published requirements for automatic direct admission. Students who are not directly admitted are admitted to the Center for Learning, Advising and Student Success where they can work toward meeting eligibility.

Early Assurance Program
The Early Assurance Program (EAP) provides a pathway for well-qualified CSD first-time freshmen to enter the Master's of Speech-Language Pathology or Doctor of Audiology program following completion of a CSD baccalaureate degree and meeting all other requirements outlined below.

To qualify, students entering WVU from high school must:
• Be admitted to WVU as a Communication Sciences and Disorders major.
• Have a high school GPA of 3.7 or higher.
• Have an ACT score of 26 or higher or a SAT score of 1230 or higher.

EAP students who meet the following requirements will continue into the graduate CSD program of their choice (Master's of Speech-Language Pathology or Doctor of Audiology) following completion of their baccalaureate degree:
• Maintain 30 credit hours each academic year.
• Maintain an overall GPA of 3.3 or higher and a prerequisite GPA in CSD courses of 3.7 or higher (evaluated at the end of each academic year).
• Successfully complete all admission requirements (in effect at the time you apply) for their intended graduate program.

Students who do not meet the EAP criteria for continuation outlined above or who withdraw from the EAP program during their undergraduate studies, but who still meet the minimum admission requirements for the Master's of Speech-Language Pathology or Doctor of Audiology programs are encouraged to apply using the traditional application process.

TRANSFER ADMISSION
Students transferring must have an overall GPA of 2.8 to be considered for admission. This requirement applies to students who are external to WVU and current WVU students wishing to change their major. For more information, please contact us at somadvising@hsc.wvu.edu.

Major Code: 8360
### Curriculum Requirements

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<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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<td>Communication Sciences and Disorders Program Requirements</td>
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### University Requirements

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### Communication Sciences and Disorders Program Requirements

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<td>ENGL 102</td>
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<td>and General Biology 1 Laboratory</td>
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<tr>
<td>BIOL 102</td>
<td>General Biology 2</td>
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<tr>
<td>&amp; 102L</td>
<td>and General Biology 2 Laboratory</td>
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<tr>
<td>BIOL 115</td>
<td>Principles of Biology</td>
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<td>&amp; 115L</td>
<td>and Principles of Biology Laboratory</td>
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<tr>
<td>PHYS 105</td>
<td>Conceptual Physics</td>
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<td>&amp; 105L</td>
<td>and Conceptual Physics Laboratory</td>
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<td>MATH 124</td>
<td>Algebra with Applications (GEF 3)</td>
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<td>PSYC 101</td>
<td>Introduction to Psychology (GEF 4)</td>
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<td>CS 101</td>
<td>Intro to Computer Applications (GEF 8)</td>
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<td>Select one of the following (GEF 8):</td>
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<td>ECON 225</td>
<td>Elementary Business and Economics Statistics</td>
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<td>STAT 211</td>
<td>Elementary Statistical Inference</td>
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### Communication Sciences and Disorders Major Requirements

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<th>Code</th>
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<th>Hours</th>
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<td>Normal Human Development (select two from the following):</td>
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<td>CDFS 110</td>
<td>Families Across the Life Span</td>
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<tr>
<td>CDFS 210</td>
<td>Introduction to Parenting</td>
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<td>CDFS 211</td>
<td>Infant Development</td>
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<tr>
<td>CDFS 212</td>
<td>Development in Early and Middle Childhood</td>
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<tr>
<td>CDFS 412</td>
<td>Adolescent Development</td>
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<tr>
<td>CDFS 413</td>
<td>Stress in Families</td>
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<tr>
<td>CDFS 414</td>
<td>Adolescent Problems and Disorders</td>
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<td>Course</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>CDFS 415</td>
<td>Family Interaction and Communication</td>
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<td>CDFS 430</td>
<td>Best Practices in Pre-K Movement</td>
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<td>COUN 303</td>
<td>Introduction to Helping Professions</td>
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<td>LING 411</td>
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<tr>
<td>LING 412</td>
<td>Syntax</td>
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<td>PALM 200</td>
<td>Medical Terminology</td>
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<td>PSYC 241</td>
<td>Introduction to Human Development</td>
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<td>PSYC 332</td>
<td>Multiculturalism in Psychology</td>
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<td>PSYC 342</td>
<td>Prenatal and Infant Development</td>
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<td>PSYC 343</td>
<td>Child and Adolescent Development</td>
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<td>PSYC 345</td>
<td>Adulthood and Aging</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOC 221</td>
<td>Families and Society</td>
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<tr>
<td>SOWK 330</td>
<td>Human Behavior in the Social Environment</td>
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**Abnormal Human Development (select one of the following):**

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<td>CHPR 170</td>
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<tr>
<td>COMM 308</td>
<td>Nonverbal Communication</td>
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<tr>
<td>COMM 317</td>
<td>Communication and Aging</td>
<td></td>
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<tr>
<td>DISB 380</td>
<td>Disability and the Family</td>
<td></td>
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<tr>
<td>DISB 385</td>
<td>Disability and Society</td>
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<tr>
<td>PHIL 331</td>
<td>Health Care Ethics</td>
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<tr>
<td>PSYC 232</td>
<td>Sex Roles and Behavior</td>
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<tr>
<td>PSYC 251</td>
<td>Introduction to Social Psychology</td>
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<td>PSYC 281</td>
<td>Introduction to Psychological Disorders</td>
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<td>PSYC 302</td>
<td>Behavior Principles</td>
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<td>PSYC 351</td>
<td>Topics in Social Psychology</td>
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<tr>
<td>PSYC 364</td>
<td>Psychology of Adjustment</td>
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<td>PSYC 382</td>
<td>Exceptional Children</td>
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<tr>
<td>PSYC 423</td>
<td>Cognition and Memory</td>
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<tr>
<td>PSYC 424</td>
<td>Learning and Behavior Theory</td>
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<tr>
<td>PSYC 425</td>
<td>Perception</td>
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<tr>
<td>PSYC 474</td>
<td>Applied Behavior Analysis</td>
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<td>SOWK 147</td>
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<td>SOWK 151</td>
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<td>SOWK 300</td>
<td>Social Welfare Policy and Services 1</td>
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<td>SOC 360</td>
<td>Sociology of Gender</td>
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<td>SPED 404</td>
<td>Special Education in Contemporary Society</td>
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**Major Area Courses**

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<tr>
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<td>CSAD 200</td>
<td>Introduction to Communication Disorders</td>
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<tr>
<td>CSAD 222</td>
<td>Phonetics and Phonology</td>
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<td>CSAD 234</td>
<td>Anatomy and Physiology of Speech and Hearing</td>
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<tr>
<td>CSAD 236</td>
<td>Language Science</td>
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<tr>
<td>CSAD 285</td>
<td>Introduction to Research in Communication Sciences and Disorders</td>
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<tr>
<td>CSAD 320</td>
<td>Speech Science</td>
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<tr>
<td>CSAD 330</td>
<td>Foundations of Clinical Practice in CSD</td>
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</tr>
<tr>
<td>CSAD 334</td>
<td>Neuroscience in Communication Sciences and Disorders</td>
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<tr>
<td>CSAD 336</td>
<td>Language Acquisition 1</td>
<td>3</td>
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<tr>
<td>CSAD 340</td>
<td>Hearing Science</td>
<td>3</td>
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<tr>
<td>CSAD 426</td>
<td>Introduction to Speech Disorders</td>
<td>3</td>
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<tr>
<td>CSAD 442</td>
<td>Aural Rehabilitation</td>
<td>3</td>
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<tr>
<td>CSAD 342</td>
<td>Introduction To Audiology</td>
<td>3</td>
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<tr>
<td>CSAD 485</td>
<td>Professional Applications in Communication Sciences and Disorders</td>
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or CSAD 496 Senior Thesis

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<td>CSAD 424 Language Disorders</td>
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<td>CSAD 436 Language Acquisition 2</td>
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<td>CSAD 440 Audiological Assessment</td>
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<td>CSAD 480 Speech and Language Assisting</td>
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<td>CSAD 483 Audiology Practicum</td>
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<td>CSAD 493 Special Topics (up to 3 credits)</td>
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<td>CSAD 495 Independent Study</td>
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<td>CSAD 497 Research (up to 3 credits)</td>
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Total Hours 61

**SENIOR CAPSTONE**

All students in the B.S. in Communication Sciences and Disorders program must complete a capstone experience before graduation. Majors will engage in a variety of written, oral, and analytical activities related to the field and will develop an oral/PowerPoint presentation which will be graded by faculty members.

**Suggested Plan of Study**

**First Year**

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<th>Fall</th>
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<td>CSAD 200</td>
<td>3</td>
<td>CSAD 234</td>
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**Second Year**

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<td>CSAD 285 (GEF Course)</td>
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<td>CSAD 330</td>
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<td>CSAD 320</td>
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<td>CSAD 336</td>
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<td>STAT 211 or ECON 225 (GEF 8)</td>
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<td>CSAD 340</td>
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**Third Year**

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**Fourth Year**

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<td>CSAD Elective</td>
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<td>CSAD 485</td>
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Communication Sciences and Disorders, B.S.

Major Learning Outcomes

COMMUNICATION SCIENCES AND DISORDERS

The Department of Communication Sciences and Disorders is committed to the preparation of students interested in working with individuals with communication disorders. Upon completion of the Bachelor of Science in Communication Sciences and Disorders at West Virginia University, the student will be able to:

- Explain acoustic, psychoacoustic, and neurological principles of speech, language, and hearing as they relate to the anatomy of the speech, language, and hearing systems.
- Transcribe and analyze speech, language, and hearing across the lifespan to classify capabilities as typical or atypical.
- Identify basic concepts related to evaluation and treatment of communication and swallowing disorders during clinical observations.
- Communicate information regarding communication disorders in oral and written format while incorporating principles of evidence-based practice.