



# COMMUNICATION SCIENCES AND DISORDERS

## Faculty:

Williams, D., Chair; Clark, C., Clinic Director; Clark, T.; Danesh, A.; Fulkerson, C. T.; Steele, K.; van Zelst, A.

## Program Accreditation

The Communication Sciences and Disorders Department is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The CAA requires programs to provide information about the program that is current, accurate and readily available to the public with regard to the following: program completion, pass rates for the Praxis examination in Speech-Language Pathology and employment information. Students are encouraged to access the department's [webpage](#) to view current information on the department's performance in these areas.

## Department Goals and Objectives

1. Upon completion of the program, the student will have demonstrated the critical knowledge and skills necessary for entry-level independent practice in the field of speech-language pathology.
2. Upon completion of the program, the student will have met all of the academic and clinical requirements for the certificate of Clinical Competence in Speech-Language Pathology as well as met the department's standards for academic and clinical excellence.

## Objectives

Upon completion of the program:

1. The student will have demonstrated knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.
2. The student will have demonstrated knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the K-9.

3. The student will have demonstrated knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders in the K-9.
4. The student will have demonstrated knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice.
5. The student will have demonstrated knowledge of contemporary professional issues.
6. The student will have demonstrated knowledge about certification, specialty recognition, licensure and other relevant professional credentials.
7. The student will have demonstrated sufficient skill in oral and written communication for entry into professional practice.
8. The student will have demonstrated the interaction and personal qualities requisite for entry into professional practice:
  - a. Effectively communicate while recognizing the needs, values, preferred mode of communication and cultural/linguistic background of the client/patient, family, caregivers and relevant others;
  - b. Collaborate with other professionals in case management;
  - c. Provide counseling regarding communication and swallowing disorders to clients patients, family, caregivers and relevant others;
  - d. Adhere to the ASHA Code of Ethics and behave professionally.

#### Mission Statement

The mission of the Department of Communication Sciences and Disorders is fourfold:

1. To prepare highly qualified, capable, ethical professionals who will engage in reflective decision making and promote and sustain authentic change, excellence and equity as well as exceed the department's and ASHA's guidelines for clinical and academic preparation in speech-language pathology;
2. To engage in research of the normal and abnormal processes of speech, hearing and language toward the furthering of both clinical and academic knowledge, reflecting the diversity and needs of a global society while considering current methodologies and incorporating current technology;

3. To provide quality speech, language and hearing diagnostic and habilitation/rehabilitation services to all FAU students, staff and faculty and to any individual outside of the FAU community requiring such services;
4. To act as a resource for the University as well as for local, state, national and international communities by serving as consultants, liaisons, lecturers, facilitators, master clinicians and authorities in the various areas of communication disorders.

## **SPEECH – LANGUAGE PATHOLOGY/AUDIOLOGY MASTER OF SCIENCE (M.S.)**

*(Minimum of ~~68~~ 65 credits required)*

### **Admission Requirements**

1. The student must meet College and University requirements.
2. Consideration for admission to the Communication Sciences and Disorders Department requires submission of official transcripts from all institutions attended.
3. Graduate Record Exam scores must be submitted.
4. The student must include three letters of recommendation with the application for admission.
5. All Department of Communication Sciences and Disorders prerequisite courses must be completed prior to enrollment.

Admission to the Department of Communication Sciences and Disorders is competitive. Students are accepted to begin the program for the fall term only. All admissions are subject to faculty approval.

The graduate school application must be submitted online via [CSDCAS](#). The graduate program is a limited-access program. All application materials must be received no later than January 15 prior to the fall semester for which admission is being sought. A full description of the application process is available on the department's [webpage](#).

**Policy On Graduate Students With Limited English Proficiency (LEP)**  
Competence in oral and written English is required for both the academic and clinical practicum aspects of the program. Applicants who were educated outside of the United States, whose primary language is not English and/or who

graduated from a university where the language of instruction was not English must demonstrate facility in the English language by the successful completion of the Test of English as a Foreign Language (TOEFL).

The criteria for the Test of English as a Foreign Language (TOEFL) is as follows:

1. Applicants taking the paper-based TOEFL exam must achieve a minimum score of 600 with 5 on the Test of Written English (TWE) and 50 on the Test of Spoken English (TSE).
2. Applicants taking the computer-based TOEFL exam must achieve a minimum score of 550 on the paper-based test (TOEFL PBT) or 80 on the internet-based version (TOEFL iBT). The CSD department also accepts IELTS test results with a minimum score of 6.5.

In addition to the proficiency test, applicants may be requested to attend a meeting with faculty and staff of the Department of Communication Sciences and Disorders. During this meeting, mastery of oral English for meeting clinical requirements will be assessed and the following questions considered:

1. Does the individual have the expected level of knowledge in normal and disordered communication?
2. Does the individual have the expected level of diagnostic and clinical case management skills?
3. If modeling is necessary, is the individual able to model the target phoneme, grammatical feature or other aspect of speech and language that characterizes the client's particular problem? (1)

If indicated, a plan for improvement will be developed. The student must meet the goals of this plan before beginning clinical practicum. If the student is not able to meet satisfactorily the improvement plan criteria, the program will counsel the student regarding strengths and weaknesses in standard English and how these might affect employers' perceptions or impact the student's ability to perform in various work settings. (2) The student will be given an opportunity to continue remediation or may choose to leave the program.

(1), (2) American Speech-Language-Hearing Association. (1998). Students and Professionals Who Speak English with Accents and Non-Standard Dialects: Issues and Recommendations [Technical Report].

### Degree Requirements

1. The student must meet College and University requirements.

2. The student must earn grades of "B" or higher in all courses in the program and will be required to repeat any course in which a grade of less than "B" ("B-" and below) is earned. Students are required to maintain an overall graduate course average of 3.0. (A course may be repeated only once.) Students failing to earn a "B" in two courses will be dismissed from the program.
3. The student must satisfactorily complete three semesters of on-campus practicum with a minimum grade of "B" or higher. Failure to earn a minimum practicum grade of "B" will require an additional semester of practicum experience. Also, the student must complete two semesters of off-campus practicum with a grade of "B+" or higher.
4. Prior to graduation, the student must complete all course critical assignments and all clinical skill requirements at the "exemplary" or "satisfactory" level.
5. Prior to graduation, the student must provide evidence of a passing score (currently 600) on the NESPA (National Examination in Speech Pathology and Audiology).
6. Prior to graduation, each Communication Sciences and Disorders student must complete all academic and clinical practicum requirements for the certificate of Clinical Competence in Speech/Language Pathology issued by the American Speech/Language/Hearing Association.
7. The student must successfully complete either the thesis (6 credits) or non-thesis option (two, 3-credit electives and comprehensive examination).
8. The student must complete a minimum 68 65-credit program of study.
9. Students must apply for and receive malpractice insurance coverage and security clearance prior to initiating any clinical practicum. This process requires students to be fingerprinted and complete the necessary paperwork. Students are responsible for any associated processing fees.

Program of Study - 68 65 credits

*College of Education Requirements - 6 credits*

Course Title	Course Number
Educational Research	EDF 6481
Educational Statistics	STA 6113

*Departmental Courses - 42 credits*

Course Title	Course Number
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Professional Practice and Program Organization	SPA 6006
Disorders of Articulation and Phonology	SPA 6204
Voice and Velopharyngeal Disorders	SPA 6211
Disorders of Fluency	SPA 6225
Motor Speech Disorders and Augmentative Communication	SPA 6230
Aural Habilitation-Rehabilitation	SPA 6322
Language Disorders: Birth to Four	SPA 6401
Language Disorders: School Age and Adolescent	SPA 6403
Adult Language Disorders	SPA 6410
Diagnostic Principles and Procedures in Communication Disorders	SPA 6553
Evaluation and Treatment of Linguistically and Culturally Different Populations	SPA 6558
Augmentative and Alternative Communication	SPA 6559
Dysphagia	SPA 6565
Current Research in Communication Sciences and Disorders	SPA 6825

*Practicum - 14 credits*

Course Title	Course Number
Clinical Practicum in Speech Language Pathology	SPA 6505

*Thesis - 6 credits*

Course Title	Course Number
Master's Thesis or Non-Thesis Option Comprehensive Examination	

*\*A total of 14 credits of practicum is needed to complete program requirements. Students register for 1-4 credits for five semesters.*

**Email sent to College of Education chairs and their responses.**

**From:** Dale Williams <[DWILLIAM@health.fau.edu](mailto:DWILLIAM@health.fau.edu)>

**Date:** Friday, September 12, 2025 at 9:01 AM

**To:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>, Joseph Brojomohun-Gagnon <[josephgagnon@fau.edu](mailto:josephgagnon@fau.edu)>, Elizabeth Sacks <[evillare@fau.edu](mailto:evillare@fau.edu)>, Sabrina Sembianti <[ssembiante@fau.edu](mailto:ssembiante@fau.edu)>, Michelle McGovern <[mvaughna3@fau.edu](mailto:mvaughna3@fau.edu)>

**Subject:** CSD curriculum change

Hi everyone. CSD is proposing to change our curriculum from 68 semester credit hours to 65. The reason for the change is that we would like to omit SPA 6825: Current Research in Communication Disorders from our required courses. Please take a look at the New/Change Program Request and verify that the change does not present a conflict with your department. Thanks.

Quick note: Later today, I will be sending out a second request for conflicts regarding a different change. Please respond to that one separately, so I can attach the proper documentation to each form I submit.

Dale

**Dale Williams**

Chair and Professor

Communication Sciences and Disorders

777 Glades Road

Florida Atlantic University

Boca Raton, FL 33431

Work-phone: [5612973238](tel:5612973238)

Fax-number: [5612972268](tel:5612972268)

[dwilliam@fau.edu](mailto:dwilliam@fau.edu)



<https://www.fau.edu/education/faculty/dwilliam/>



FLORIDA ATLANTIC UNIVERSITY  
College of Education

Hi. Counselor Education has no conflict.

I do believe GPC might be confused by adding the syllabus. You would also need a catalog change to be included. You can list the course shared with Ed Leadership in the catalog change and remove the syllabus from the packet, as it isn't being revised or approved.

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Elizabeth Villares Sacks, Ph.D.  
Chair and Professor  
Department of Counselor Education  
777 Glades Rd. | ED 47 | RM 279  
Boca Raton, FL 33431  
Work-phone: [561-297-3602](tel:561-297-3602)  
[evillare@fau.edu](mailto:evillare@fau.edu)



FLORIDA ATLANTIC UNIVERSITY  
College of Education

Dale,

No conflict with ELRM. RS

**Robert Shockley**

Chair and Professor

Educational Leadership and Research Methodology

777 Glades Rd

ED Suite 240

Work-phone: [5612973551](tel:5612973551)

[shockley@fau.edu](mailto:shockley@fau.edu)

<https://www.leadership.fau.edu>



FLORIDA ATLANTIC UNIVERSITY

College of Education

Hi,  
There is no conflict with Special Education.  
Cheers,  
Joe

Joseph Calvin Gagnon, Ph.D.  
Professor & Department Chair  
Department of Special Education

Florida Atlantic University  
Bldg 47 (Room 412), Boca Raton, FL 33431  
Phone: 561-297-3281  
[josephgagnon@fau.edu](mailto:josephgagnon@fau.edu)

FAU Website: <https://www.fau.edu/education/faculty/josephgagnon/>

ORCID ID: <https://orcid.org/0000-0003-3266-5843>

Google Scholar: <https://scholar.google.com/citations?user=E91DESMAAAAJ&hl=en>

Researchgate: <https://www.researchgate.net/profile/Joseph-Gagnon>

Thanks for sending Dale, no conflict with DCI.

**Michelle Vaughan-McGovern**

Interim Co-Chair and Professor

Curriculum and Instruction

777 Glades Road

Boca Raton, FL 33431

Work-phone: 561-297-6594

[mvaugha3@fau.edu](mailto:mvaugha3@fau.edu)

<https://www.fau.edu/education/faculty/mvaugha3/>



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