



DEPARTMENT OF  
SPEECH & HEARING  
SCIENCES

**The Undergraduate Program**

in

# **Speech & Hearing Sciences**

Preparing students to become Speech-Language Pathologists

**Department of Speech & Hearing Sciences  
1700 Lomas Blvd NE, Suite 1300  
MSC01 1195  
Albuquerque, NM 87131  
(505) 277-4453  
<http://shs.unm.edu>**

**Phyllis M. Palmer, Ph.D., Department Chair**

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***What is a speech-language pathologist?*** Speech-language pathologists are professionals with master's or doctoral degrees who assess and treat communication disorders such as stuttering, delayed language development, aphasia, and voice and articulation problems. They work with all ages of clients in schools, hospitals, rehabilitation centers, nursing homes, research laboratories, government agencies, universities, and private practices. The employment opportunities in New Mexico and other states are excellent!

The Bachelor's Degree in Speech and Hearing Sciences is a pre-professional degree program. Practicing professionals in the fields of audiology and speech-language pathology must earn certification and/or licensure. This usually requires a graduate degree in their field of specialization. The program offers a foundation for understanding normal and disordered communication across cultures. It meets the recommendations of the American Speech-Language-Hearing Association and fulfills entrance requirements for a professional graduate degree program in speech-language pathology or audiology. Courses are open to students in other major fields.

**AUDIOLOGISTS** are professionals with clinical doctoral degrees specializing in prevention, identification and assessment of hearing impairment. They also provide habilitation and rehabilitation of persons with hearing loss and fit hearing aids. Audiologists work in hospitals, rehabilitation centers, private practices, universities, schools, state and federal governmental agencies, industry, nursing homes, home health facilities and health departments.

**SPEECH-LANGUAGE PATHOLOGISTS** are professionals with master's or doctoral degrees who assess and treat communication disorders such as stuttering, delayed language development, aphasia, voice and articulation problems. Speech-language pathologists work in schools, hospitals, rehabilitation centers, nursing homes, research laboratories, governmental agencies, universities and private practices.

For students in this major, a grade of at least a C must be earned in all required courses and required support courses. The pass/fail (CR/NC) option may not be used. Note that the UNM graduate program in speech-language pathology requires that grades earned in Speech and Hearing courses completed both at the undergraduate level and at the graduate level must be B or better.

### **Major Study Requirements**

1. Thirty-six hours in required courses: Speech & Hearing Sciences 302, 303, 310, 321, 330, 425, 428, 430, 431, 450, 458 and 459.
2. Eighteen hours in required support courses\*
  - 3 credit hours in basic human communication processes. Required: Ling 301
  - 3 credit hours in biological sciences. Recommended: BIOL 1140
  - 3 credit hours in physical sciences. Recommended: PHYS 1125
  - 3 credit hours in college-level statistics. Required: MATH 1350 or PSYC 2120
  - 6 credit hours in behavioral and/or social sciences. Recommended: PSYC 1110, 2120; SOCI 1110; ANTH 1155, 1140, or 1170.

*\*Prerequisites or co-requisites may exist. Check with department listings in the catalog. Many of these courses may also be used to meet Core Curriculum requirements.*
3. A grade of at least C must be earned in all required SHS courses and required support courses. The credit/no credit (CR/NC) option may not be used. Note that the UNM Master of Science degree in speech-language pathology requires that grades earned in SHS courses completed at the undergraduate level must be B or better.
4. Recommended minors include American Studies (Southwest Culture Studies), Anthropology, Art, Communication and Journalism, Computer Science, Criminology, Family Studies, Human Services, Latin American Studies, Linguistics, Linguistics-Sign, Management, Physics, Psychology, Sociology, Spanish, and Teaching English to Speakers of Other Languages (TESOL).

### **Minor Study Requirements**

Twenty-four hours of coursework: Ling 301, SHS 302, 303, 310, 321, 330, 425, 430.

## **SHS Undergraduate Courses**

*(required support courses from other departments are not included)*

### **302. Introduction to Communicative Disorders (3)**

(Also offered as Sp Ed 302) The nature of speech, language and hearing disorders in children and adults; overview of speech and hearing anatomy and physiology; multicultural issues; emphasizes the impact of communicative disorders on individuals and families.

### **303. Introduction to Phonetics (3)**

(Also offered as Ling 303) An introduction to the physiological mechanisms underlying speech production, the linguistic classification and transcription of speech sounds, the acoustic properties of speech sounds, the relationship between phonetics and phonology and applications to speech pathology.

### **310. Anatomy and Physiology and Human Communication (3)**

Introduction to basic anatomy and physiology for speech, language, hearing and swallowing. Covers five systems: respiratory, phonatory, articulatory, auditory and neurological.

### **321. Introduction to Audiology (3)**

Basic hearing science, pathological conditions of the auditory system, audiometric testing. Prerequisite: 310

### **330. Introduction to Communication Sciences (3)**

Introduction to speech and hearing science. Covers basic science of sounds, acoustic theory of speech production, acoustic and physiologic phonetics, sound transmission through the auditory system, acoustic and physiologic consequences of speech and hearing disorders.

### **425. Aural Rehabilitation (3)**

Appraisal and management of individuals with impaired hearing. Prerequisite: 321.

### **428. Phonological Disorders in Children (3)**

Assessment and treatment of articulation and phonological disorders. Prerequisite: 303.

### **430. Language Development (3)**

Developmental sequence of language acquisition and changes in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics.

### **431. Language Disorders in Children (3)**

A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental and cultural issues in intervention. Prerequisite: 430.

### **450. Neural Basis of Communication (3)**

Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication. Prerequisite: SHS 310 or 510.

**451. Undergraduate Problems (1 – 3 to a maximum of 6)**

Prerequisite: Permission of Instructor.

**458. Preclinical Training (3)**

Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped.

Prerequisites: 428, 431 and permission of instructor.

**459. Multicultural Considerations in Communicative Disorders (3)**

Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

Prerequisites: 428, 430.

**SAMPLE COURSE SEQUENCE FOR JUNIOR YEAR BEGINNING**

**3<sup>rd</sup> Year Fall**

SHS 302 Intro Comm Disorders  
SHS 303 Phonetics  
SHS 430 Language Development

**3<sup>rd</sup> Year Spring**

SHS 310 Anatomy & Physiology  
SHS 431 Language Disorders

**4<sup>th</sup> Year Fall**

SHS 321 Intro Audiology  
SHS 330 Intro Comm Science  
SHS 428 Phonological Disorders  
SHS 450 Neural Basis

**4<sup>th</sup> Year Spring**

SHS 425 Aural Rehabilitation  
SHS 458 Preclinical Training  
SHS 459 Multicultural Considerations

**SAMPLE COURSE SEQUENCE FOR SOPHOMORE YEAR BEGINNING**

**2<sup>nd</sup> Year Fall**

SHS 302 Intro Comm Disorders

**2<sup>nd</sup> Year Spring**

SHS 303 Phonetics  
SHS 310 Anatomy & Physiology

**3<sup>rd</sup> Year Fall**

SHS 321 Intro Audiology  
SHS 330 Intro Comm Science  
SHS 430 Language Development

**3<sup>rd</sup> Year Spring**

SHS 425 Aural Rehabilitation  
SHS 431 Language Disorders

**4<sup>th</sup> Year Fall**

SHS 428 Phonological Disorders  
SHS 450 Neural Basis

**4<sup>th</sup> Year Spring**

SHS 458 Preclinical Training  
SHS 459 Multicultural Considerations

## **ADVISEMENT**

### **Undergraduate Advisor**

Jacobie Webb, Academic Advisor

[jnwebb@unm.edu](mailto:jnwebb@unm.edu)

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## **UNM SHS FACULTY AND STAFF**

Rick Arenas, Ph.D., Associate Professor  
Cathy Binger, Ph.D., CCC-SLP, Associate Professor  
Sarah Duncan, M.S., CCC-A, Lecturer II  
Erika Elwell, MBA, Department Administrator  
Cindy Gevarter, Ph.D., Assistant Professor  
Mary Hartley, M.S., CCC-SLP, Lecturer II  
Andrea Martinez-Fisher, M.A., CCC-SLP, Lecturer II  
Amy Neel, Ph.D., CCC-SLP, Associate Professor  
Lori Nelson, M.S., CCC-SLP, Lecturer II  
Sandra Nettleton, Ph.D., CCC-SLP, Sr. Lecturer III  
Carlos Nye, Ph.D., CCC-SLP, Assistant Professor  
Phyllis Palmer, Ph.D., CCC-SLP, Associate Professor  
Jessica Richardson, Ph.D., CCC-SLP, Associate Professor  
Lauril Sachet, M.S., CCC-SLP, Lecturer II  
Desiree Stone, M.S., CCC-SLP, Lecturer II  
Haley Waggerman, Administrative Assistant III