

The department of communication disorders and deaf education offers a master of science degree in speech-language pathology and a master of arts degree in early intervention in deaf education. The programs provide academic and clinical educational experiences to prepare entry-level speech-language pathologists and to provide specialized training in early intervention in deaf education. A speech-language pathology program with an emphasis in deafness is also offered. Clinical practicum experiences occur in diversified settings such as the Fontbonne University's Eardley Family Clinic for Speech-Language and Hearing, St. John's Mercy Hospital, St. Joseph Institute for the Deaf, Veterans Administrative Medical Center, Moog Center for Deaf Education, St. Louis County Special School District, and Central Institute for the Deaf.

Financial assistance in the form of traineeships is available for qualified students who have completed an appropriate number of clinical practicum hours. Teaching assistantships and traineeships are available, along with several scholarships, including funding for those wishing to specialize in working with children who are deaf.

ACADEMIC REGULATIONS

For detailed information on academic policies and regulations, please refer to the graduate program information section in this catalog.

DUAL ENROLLMENT/GRADUATE ENROLLMENT

For detailed information on dual enrollment, please refer to the graduate program information section in this catalog. In order to be eligible for dual enrollment a student in the department of communication disorders and deaf education must be classified as a senior (a minimum of 90 credit hours earned) and have a minimum cumulative grade point average of 3.5. Graduate courses may be taken by dually enrolled students on a space-available basis and must be approved by the graduate program director, since preference is given to students enrolled in the graduate program.

A maximum of nine graduate credit hours taken during dual enrollment may be applied to the total required for the master's degree.

SPEECH-LANGUAGE PATHOLOGY

Speech-language pathology graduates of this program will be prepared to diagnose and treat people with disorders

of language, phonology, articulation, voice, fluency, and disorders which are neurologically based. Completion of the program prepares graduates for employment in settings such as hospitals and schools, and community, state, and federal agencies. Graduates find excellent employment opportunities nationally as well as locally. Employers regard Fontbonne graduates highly.

The program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, Maryland 20850-3289.

Graduate Degree and Residency Requirements

- A minimum of 42 graduate credit hours, including a minimum 36 credit hours in academic coursework and four credit hours in clinical practicum in addition to the undergraduate core in communication disorders or its equivalent.
- A minimum of 400 clock hours of clinical practicum with at least 325 of these obtained at the graduate level.
- Successful defense of academic and clinical portfolios or completion of a research project.

Program requirements are designed so that graduates will meet the certification standards of the American-Language-Hearing-Association.

Certification requirements of the American-Language-Hearing-Association include coursework in the areas of physical science, biological science, mathematics, and social science. Any student admitted to the graduate program not having courses in one or more of these areas on their undergraduate transcript will need to complete the deficiencies prior to completion of the graduate degree.

For detailed information on graduate degree and residency requirements, please refer to the program information section in this graduate section.

Application/Admission

For detailed information on university admission policies and regulations, please refer to the program information section in this graduate section.

The applicant must submit the following items by February 1 of the year of planned enrollment:

- A completed application form for graduate study in desired program at Fontbonne University.

- Three letters of recommendation, at least one of which must be from a faculty member in the department in which the student majored as an undergraduate. (*Applicants with a BS in speech-language pathology from Fontbonne University are exempt.*)
- Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades.
- A letter of self-statement.
- Application fee. (*Applicants from Fontbonne University are exempt.*)

Submit all documents to the:

Speech-Language Pathology Graduate Program Director
Department of Communication Disorders
and Deaf Education
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098

Criteria for Acceptance

Full Acceptance

- A bachelor's degree from an accredited, degree-granting institution of higher education. (*Students who have not yet earned a bachelor's degree may apply after they have completed 108 undergraduate hours.*)
- An undergraduate cumulative GPA of not less than 3.0 on a 4.0 scale.
- Successful completion of or enrollment in an undergraduate core curriculum (*maintaining a minimum cumulative GPA of 3.0*) consisting of the courses listed below or courses judged by the graduate program director or by the department chairperson as equivalent:
 - Anatomy and Physiology of the Speech and Hearing Mechanism
 - Phonetics
 - Linguistics
 - Audiology
 - Speech Science or Hearing Science
 - Speech and Language Development
 - Phonological and Articulation Disorders
 - Auditory Rehabilitation
 - Introduction to Language Disorders
 - Clinical Methods

Essential Functions

Listed below are the functions that someone who enters the professions of speech-language pathology and auditory-oral deaf education must perform and therefore are required of graduate students in the department.

Physical Abilities

- Participate in classroom or clinical activities for two to four hour blocks of time with one or two breaks
- Ambulate to, within, and from academic/clinical facilities
- Provide for or direct one's own personal hygiene

- Manipulate screening/diagnostic/therapeutic/educational materials
- Respond to emergency situations including fire, choking, and in the application of universal precautions
- Visually monitor client responses and use of materials
- Auditorily monitor and orally model correct speech and language production

Affective Abilities

- Work effectively with people
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Maintain proper work place behavior, including punctuality and regular attendance
- Maintain composure and emotional stability in demanding situations
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues

Cognitive Abilities

- Comprehend and read professional literature/reports
- Write university level papers and clinical/educational reports in Standard American English
- Speak Standard American English intelligibly
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one to two breaks
- Comply with administrative, legal, and regulatory policies

In order to participate in clinical practicum, students will be required to pass the following: criminal background checks, drug testing, and health screenings. Some facilities may have additional requirements, such as, finger print checks, CPR training, and proof of immunizations.

Provisional Acceptance

Provisional acceptance may be granted in the following categories:

Category 1: Provisional Acceptance with Academic Provisions

Provisional acceptance may be granted with an undergraduate cumulative GPA between 2.5 and 2.99. The provisional status will be changed to full status if the student earns a minimum of 3.0 during the first semester of full-time graduate work or its equivalent (the first nine hours of graduate study for part-time students). Students taking the undergraduate core curriculum must earn a minimum of 3.0 in the first 12 hours of classes that constitute the core curriculum to maintain provisional acceptance status. The student may be restricted to taking a reduced academic load. Students must also meet the previously stated requirements to achieve full acceptance.

If a GPA of 3.0 is not earned at the end of the first semester or its equivalent, or in the first 12 hours in the core curriculum classes, the chairperson of the department will recommend to the graduate academic and curriculum committee that the student be dismissed from the program.

Category 2: Provisional Acceptance with Specific Course Prerequisites

Students who have earned a bachelor's degree in speech-language pathology but lack critical prerequisites will be required to take specific courses from the department of communication disorders undergraduate core curriculum. The graduate program director or the chairperson of the department of communication disorders and deaf education will determine which prerequisites have been satisfied and which need to be taken at Fontbonne. Catalog descriptions of courses from other institutions may be required. Individual instructors may permit a category 2 provisional acceptance student to enroll in specific graduate courses if the undergraduate prerequisites for those specific courses (as specified in the catalog) have been satisfied. All undergraduate requirements must be completed before the provisional status is changed to full status. Only students with full status will be recommended for graduation.

ACADEMIC PROBATION DURING GRADUATE STUDY

In communication disorders, probation ordinarily extends not more than one semester (nine hours for full-time students, six hours for part-time students) beyond the semester during which the student was placed on probation. A student who is on academic probation may not enroll in clinical practicum during the probationary period. A student who is on clinical probation may enroll in academic courses during the period of probation. Any clock hours accrued during a semester for which the student earned less than a B- in clinical practicum will not count toward the total 400 required clock hours for ASHA certification.

FOR STUDENTS WITH A BS IN SPEECH-LANGUAGE PATHOLOGY

Required Courses

a) Students take each of the following: (8 credits)

- CDS 500 Introduction to Research (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (1 credit each of last two semesters in program)

b) Students must choose a minimum of 6 credit hours from each of the following three areas (18 credit hours):

1. Neurogenic Disorders
 - CDS 515 Motor Speech Disorders (3 credits)
 - CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
 - CDS 577 Clinical Aspects of Dysphagia (3 credits)

2. Language Disorders
 - CDS 524 The Language of the School-Aged Child (3 credits)
 - CDS 532 Seminar in Early Childhood Language (3 credits)
 - CDS 534 Seminar in Sound System Disorders (3 credits)
 - CDS 566 Language and Literacy in Learners "At Risk" (3 credits)
3. Speech Disorders
 - CDS 522 Seminar in Craniofacial Anomalies (3 credits)
 - CDS 525 Advanced Studies in Voice Pathology (3 credits)
 - CDS 526 Seminar in Fluency Disorders (3 credits)

c) Clinical Practicum

1. Practicum assignments are to be arranged through the clinical director.
2. All practicum must be taken for academic credit, with a minimum of 4 credit hours; maximum of 5 credit hours count toward degree.
3. ASHA certification requires 400 clock hours, 275 of which must be earned at the graduate level.
4. Register consecutively for:
 - CDS 540-546 Graduate Clinical Practicum (generally 1 credit per semester)
 - CDS 547 Public School Practicum (generally 1 credit per semester)

d) Electives: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet requirements in the (b) category (11-12 credit hours)

- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
- CDS 555 Pediatric Audiology & Habilitation (3 credits)
- CDS 556 Auditory Technology and Cochlear Implants (3 credits)
- CDS 560 Clinical Research in Communication Disorders (3 credits)
- CDS 565 Directed Readings in Communication Disorders (1-3 credits)
- CDS 567 Communication & Behavior: An International Perspective (3 credits)
- CDS 580 Practical Application of Augmentative Communication Systems and Assistive Technology (3 credits)

FOR STUDENTS WITHOUT A BS IN SPEECH-LANGUAGE PATHOLOGY

Prerequisite Courses: (taken during the first year of graduate enrollment)

- CDS 105 Speech & Language Development of the Normal and Exceptional Child (credits)
- CDS 201 Anatomy & Physiology of Speech and Hearing Mechanism (3 credits)
- CDS 211 Nature of Language (3 credits)
- CDS 220 Phonetics (3 credits)
- CDS 231 Speech Science (3 credits)
- CDS 302 Phonological and Articulation Disorders (3 credits)
- CDS 311 Introduction to Language Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- CDS 548 Clinical Methods (1 credit)

Required Courses:

a) Students take each of the following: (17 credit hours)

- CDS 500 Introduction to Research Methods (3 credits)
- CDS 525 Advanced Studies in Voice Pathology (3 credits)
- CDS 526 Seminar in Fluency Disorders (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (1 credit each of last two semesters in program)

b) Students must choose a minimum of 6 credit hours from each of the following three areas (12 credit hours):

1. Neurogenic Disorders
 - CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
 - CDS 515 Motor Speech Disorders (3 credits)
 - CDS 577 Clinical Aspects of Dysphagia (3 credits)
2. Language Disorders
 - CDS 524 The Language of the School-Aged Child (3 credits)
 - CDS 532 Seminar in Early Childhood Language (3 credits)
 - CDS 534 Seminar in Sound System Disorders (3 credits)
 - CDS 566 Language and Literacy in Children "At Risk" (3 credits)

c) Clinical Practicum

1. Practicum assignments are to be arranged through the clinical director.
2. All practicum must be taken for academic credit, with a minimum of 4 credit hours; maximum of 5 credit hours count toward degree.
3. ASHA certification requires 400 clock hours at the graduate level.
4. Register consecutively for:
 - CDS 540-546 Graduate Clinical Practicum (generally 1 credit per semester)
 - CDS 547 Public School Practicum (generally 1 credit per semester)

d) Electives: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet minimums in the (b) category (8-9 credits):

- CDS 522 Seminar in Craniofacial Anomalies (3 credits)
- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
- CDS 555 Pediatric Audiology & Habilitation (3 credits)
- CDS 556 Auditory Technology & Cochlear Implants (3 credits)
- CDS 560 Clinical Research in Communication Disorders (1-3 credits)
- CDS 565 Directed Readings in Communication Disorders (1-3 credits)
- CDS 567 Communication & Behavior: An International Perspective (3 credits)
- CDS 580 Practical Applications of Communication Systems and Assistive Technology (3 credits)

COURSES

CDS 500 Introduction to Research Methods (3 credits)

An intensive theoretical and didactic study of the components of research design in the field of communication disorders including the types of research, preparation, and presentation of the research manuscript and critical analysis of journal articles. Prerequisite: MTH 115. FA, SP

CDS 515 Motor Speech Disorders (3 credits)

This course provides an in-depth review of the anatomy, physiology, and neurology of normal and disordered motor speech processes in adults and children. Topics will include motor speech disorders as a result of stroke, brain injury, disease, movement disorders, and developmental problems. Assessment and therapy techniques will be discussed as well as cultural and ethical issues that arise in working with a diverse patient population. FA

CDS 522 Seminar in Craniofacial Anomalies (3 credits)

An in-depth study of the nature, etiology, assessment, and treatment of speech, hearing, and swallowing disorders associated with both syndromic and nonsyndromic orofacial anomalies. Prerequisites: CDS 201; CDS 302. SP

CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)

This course provides an overview of deafness and the needs of children who are deaf or hard of hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, and the needs of the hard-of-hearing child. SU

CDS 524 The Language of the School-Aged Child (3 credits)

A comprehensive review of language development and disorders in school-aged children and adolescents. Topics will include higher-order language acquisition and discourse development. Assessment and treatment strategies will be discussed, with an emphasis on their relationship to the academic curriculum and service delivery models.

Prerequisites: CDS 211; CDS 311. FA

CDS 525 Advanced Studies in Voice Pathology (3 credits)

An advanced seminar which discusses in-depth evaluation of the voice, interpretation of evaluation results, and planning and implementation of appropriate treatment programs, patterns of deviation, etiology, and techniques of therapy. Specialty areas including videostroboscopy, laryngectomy, and tracheostomy/ventilator management will be highlighted.

Prerequisite: CDS 420. SU

CDS 526 Seminar in Fluency Disorders (3 credits)

A review of terminology and theories related to the onset and development of fluency disorders followed by in depth coverage of assessment and treatment methods for children and adults. SP

CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)

An in-depth study of the neurological and anatomical bases for acquired cognitive and language disorders in adults such as various forms of aphasia and dementia as well as higher-order pragmatic deficits due to right-hemisphere brain damage and traumatic brain injury. Emphasis will be placed on current diagnostic and treatment techniques used by speech-language pathologists in the clinical setting. SP

CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)

A study of the development of listening and spoken language for children who are deaf/hard of hearing including assessment, planning, intervention strategies and implementation of techniques and activities. The course also addresses communicative interactions, play and cognitive development as it relates to communication development, the impact of additional disabilities and collaborative practices used by professionals. Prerequisite: CDS 523. SP

CDS 532 Seminar in Early Child Language (3 credits)

The focus of this course is on early intervention. Topics include a review of normal infant development, risk factors for speech & language problems, legislative issues affecting early intervention, and assessment and intervention with children from birth to five years of age. SU

CDS 534 Seminar in Sound System Disorders (3 credits)

An in-depth study of the articulatory and phonological systems. Information included will address the development of normal and disordered or delayed articulation and phonology, as well as evaluation and treatment of sound system disorders. The impact of related disorders (e.g., hear-

ing impairment, cognitive delays, specific language impairment) on the phonological system will be investigated, as will developmental apraxia. SP

CDS 535 Assessment Issues in Communication Disorders (3 credits)

An in-depth study of administration and interpretation of clinical assessment procedures. FA

CDS 540-546 Advanced Clinic Practicum (1 credit minimum each semester)

Supervised practicum in the Eardley Family Clinic for Speech-Language and Hearing, hospital, clinic, and/or other off-campus practicum site. Prerequisites: CDS 300; CDS 302/502; CDS 311 for SLP and permission, for EIDE. May be repeated. FA, SP, SU

CDS 547 School-Based Practicum (1 credit)

Supervised clinical practicum (student teaching) in a school setting. The student will be responsible for providing assessment, treatment, and case management of school age clients with speech, language, and hearing disorders under the supervision of a certified practicum site supervisor. Prerequisites: CDS 300; CDS 302; CDS 311 and permission. May be repeated. FA, SP, SU

CDS 548 Clinical Methods (1 credit)

This course is a study of the basic principles and procedures used in treating communication disorders. Common principles and methods of treatment will be introduced. Considerations for cultural and linguistic differences will be addressed. Professional writing techniques and professional ethics will be discussed. Prerequisites: Permission required. The format for this course is blended; the majority of the classes will be online with some campus visits required. SU

CDS 552 Counseling Issues in Communication Disorders (3 credits)

Topics include an introduction to counseling theories, training in interviewing and interpersonal communication skills, and application of counseling theories to communication disorders. FA

CDS 555 Pediatric Audiology & Habilitation (3-4 credits)

The study of the development of the auditory system; etiology of hearing loss in children; techniques for assessment of neonates through school-age children and difficult to test; interpretation of results. Use of assistive listening devices for young children and strategies for developing auditory skills in hearing aid and cochlear implant users. Prerequisite: CDS 410 or course must be taken for 4 credits. SU

CDS 556 Auditory Technology and Cochlear Implants (3 credits)

This course will present concentrated consideration of the latest advances in hearing aid technology, assistive listening/alerting, electrophysiological testing, cochlear implant technology, and central auditory processing. Prerequisite: CDS 231; CDS 410; CDS 414. FA

CDS 560 Clinical Research in Communication Disorders (3 credits)

A student-designed and faculty-supervised research study of a particular aspect of communication disorders. Requires submission of a satisfactory research paper. May be repeated. FA, SP

CDS 565 Directed Readings in Communication Disorders (1-3 credits)

An independent study opportunity for students who wish to pursue a special area of study within the department. Independent studies will be granted by the department pending instructor availability. Students will be limited to one directed readings course during their graduate curriculum.

CDS 566 Language and Literacy in Learners “At Risk” (3 credits)

This course is intended for graduate students in speech-language pathology, reading education, and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for children who are “at risk” for learning difficulties in receptive and expressive language, reading, and written expression. SP, SU

CDS 567 Communication and Behavior: An International Perspective (3 credits)

This course utilizes the important internationally validated models of current research and promising practice that demonstrate the impact of communication and antecedent conditions on reducing negative behavior and teaching productive behavior in schools. Students enrolled in the course will visit English schools and interact with international educators. SP

CDS 570 Comprehensive Graduate Seminar in Communication Disorders (2 credits)

Taken in the final two semesters of graduate study, this course helps the student develop a set of organization skills that will facilitate the transition from graduate school to the profession of communication disorders. Provides a systematic review for the Master’s Comprehensive Examinations and for the NESPA Examination for SLP. Prerequisite: 18 hours of graduate study and permission. FA, SP

CDS 577 Clinical Aspects of Dysphagia (3 credits)

This course provides an in-depth review of the anatomy, physiology, and neurology of the normal swallow and the disordered swallow (dysphagia) in adults and children secondary to neurological pathology, laryngeal trauma, oral/laryngeal cancer, and developmental problems. Current diagnostic and therapeutic techniques will be discussed as well as cultural and ethical decision making involved in managing diverse client needs. FA, SP

CDS 580 Practical Applications of Augmentative Communication Systems and Assistive Technology (3 credits)

This course will familiarize the student with the principles of augmentative communication and assistive technology. The student will have the opportunity to acquire hands-on experience in the development and programming of augmentative communication systems and implementing assistive technology. SU, FA

EARLY INTERVENTION IN DEAF EDUCATION

Fontbonne University offers a master of arts (MA) degree in early intervention in deaf education. Universal, mandatory newborn screening for hearing loss, has increased the need for professionals to work with young children and their families. The graduate program in early intervention in deaf education develops the knowledge and skills needed to provide the most current and highest-quality services to infants, toddlers, and young children up to age eight. The program stresses an interdisciplinary, family-centered approach, incorporating the principles of best practice from deaf education, early childhood, speech-language pathology, and special education. The program emphasizes the development of spoken language and effective audiologic management. Students gain the tools needed for early childhood education, assessment of young children, counseling, and family-centered intervention.

The program is designed for full-time graduate students to complete in fourteen months (*two summer sessions and two semesters*). All students must have certain prerequisite courses as outlined in the curriculum guide although some of these courses may be taken during the program. Each student will complete core courses and electives that strengthen their knowledge and skills.

Post BA Certification

Students who do not possess a teaching certificate in deaf education may complete additional course work to be eligible for Missouri certificate Deaf/Hearing Impaired Birth-12. The requirements are described in the Post Baccalaureate Teacher section of the catalog. Specific requirements for the certification for Deaf/Hearing Impaired are listed on the Professional Certification form. (*See Teacher Certification at Fontbonne University following this graduate section.*)

Application/Admission

Applicants must have a bachelor’s degree from an accredited, degree-granting institution of higher education. (Students who have not yet earned a bachelor’s degree may apply after they have completed 108 undergraduate hours.)

It is preferred students have an undergraduate degree in deaf education, early childhood education, special education, elementary education, or speech-language pathology.

Applicants must have an undergraduate cumulative GPA of 3.0 or better on a 4.0 scale.

The applicant must submit the following items by February 1 of the year of planned enrollment:

- A completed application for graduate study at Fontbonne University.
- Three letters of recommendation, at least one of which is from a faculty member in the department in which the student majored as an undergraduate.
- Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades.
- A self-statement.
- Application fee (*applicants from Fontbonne University are exempt*).

Please refer to the admission requirements listed in the graduate program information section in this catalog for additional information.

Submit all documents to the:

Early Intervention in Deaf Education Graduate Program
Director
Communication Disorders and Deaf Education Department
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098

Prerequisites

CDS 105 Speech and Language Development
CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism
CDS 211 Nature of Language (or additional credit hour in CDS 531)
CDS 220 Phonetics
CDS 410 Audiology (or additional credit hour in CDS 555)

Applicants must also meet the following essential functions which are required of individuals in the field:

Physical Abilities

- Participate in classroom or clinical activities for two to four hour blocks of time with one or two breaks
- Ambulate to, within and from academic/clinical facilities
- Provide for or direct one's own personal hygiene
- Manipulate screening/diagnostic/therapeutic/educational materials
- Respond to emergency situations including fire, choking, and in the application of universal precautions
- Visually monitor client responses and use of materials
- Auditorily monitor and orally model correct speech and language production

Affective Abilities

- Work effectively with people
- Make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Maintain proper work place behavior, including punctuality and regular attendance
- Maintain composure and emotional stability in demanding situations
- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and appropriate relationships with clients/students and colleagues

Cognitive Abilities

- Comprehend and read professional literature/ reports
- Write university level papers and clinical/educational reports in Standard American English
- Speak Standard American English intelligibly
- Independently analyze, synthesize, interpret ideas and concepts in academic and clinical settings
- Maintain attention and concentration for sufficient time to complete academic/clinical activities: typically two to four hours with one or two breaks
- Comply with administrative, legal, and regulatory policies

COURSES

CDS 500 Introduction to Research Methods (3 credits)

An intensive theoretical and didactic study of the components of research design in the field of communication disorders including the types of research, preparation, and presentation of the research manuscript, and critical analysis of journal articles. FA, SP

CDS 518 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)

This course will focus on the specific skill set required to be an effective itinerant teacher for students who are deaf or hard of hearing who are participating in regular education classrooms. Topics will include: special education law, IEP facilitation, case manager responsibilities, universals and positive behavioral supports, progress monitoring, data collection and data-driven instruction, confidentiality, supporting the audiological needs of students, reevaluation procedures, and consultation and collaboration with team members and families. FA

CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)

This course provides an overview of deafness and the needs of children who are deaf or hard of hearing. Topics include audiologic trends, the development of speech and language, educational programming, mainstreaming and inclusion issues, instructional planning, early intervention, career education, transition and the needs of the hard-of-hearing child. SU

CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3-4 credits)

A study of the development of listening and spoken language for children who are deaf/hard of hearing including assessment, planning, intervention strategies and implementation of techniques and activities. The course also addresses communicative interactions, play and cognitive development as it relates to communication development, the impact of additional disabilities and collaborative practices used by professionals. Prerequisite: CDS 523. SP

CDS 540-546 Advanced Clinical Practicum (1-3 credits)

Supervised practicum in the Eardley Family Clinic for Speech-Language and Hearing, school, hospital, clinic, and/or other off-campus practicum site. Practicum experiences are in early intervention/early childhood deaf education and/or cross-categorical early intervention settings. FA, SP, SU

CDS 552 Counseling Issues in Communication Disorders (3 credits)

Topics include an introduction to counseling theories, training in interviewing and interpersonal communication skills, and application of counseling theories to communication disorders. FA

CDS 555 Pediatric Audiology and Habilitation (3-4 credits)

Study of the development of the auditory system; etiology of hearing loss in children; techniques for assessment of neonates through school-age children and the difficult-to-test child; interpretation of results. Use of assistive listening devices for young children and strategies for developing auditory skills in hearing aid and cochlear implant users. Prerequisite: CDS 410 or additional 1 credit hour prior to course regarding basic audiology competencies. SU

CDS 556 Auditory Technology and Cochlear Implants (3 credits)

This course will present concentrated consideration of the latest advances in hearing aid technology, assistive listening/alerting, electrophysiological testing, cochlear implant technology, and central auditory processing. Prerequisite: CDS 231; CDS 410; CDS 414. FA

CDS 566 Language and Literacy for Children "At Risk" (3 credits)

Exploration of practical methods of assessment, supportive strategy, development, and curricular adaptation for children who are at risk for language and literacy difficulties. SP, SU

CDS 571 Comprehensive Graduate Seminar in Early Intervention in Deaf Education (1 credit)

This seminar helps the student develop a set of organization skills that will facilitate the transition from graduate school to the professions in deaf education. This course includes work on the portfolio required for the degree. Taken in final spring semester of program. SP

CDS 583 Curriculum Development in Early Childhood Deaf Education (2 credits)

Exploration, discussion, and implementation of strategies that will ensure a child's individual objectives are met within an early childhood program. Emphasis will be on the use of tools that will assist in the development of speech, language, and cognition within the preschool curriculum. Prerequisite: CDS 523 or undergraduate degree in deaf education. SU

CDS 584 Seminar and Practicum in Teaching Speech in Deaf Education (2 credits)

This course includes a minimum of 30 clock hours of supervised practicum teaching speech in deaf education programs and a seminar on assessment, curriculum, and strategies for teaching speech.

EDU 525 Individual Assessment and Approaches in Early Childhood Special Education (3 credits)

Emphasis on a variety of assessment and intervention approaches enabling teachers to enhance their skills in identifying and responding to developmental and learning needs of the preschool child. FA

HES 551 Administering Programs for Children and Families (2-3 credits)

Study of the management, planning, financing, staffing and overall administrative duties related to programs of serving the diverse needs of children and families. The requirements of formal and non-formal education settings, not-for-profit, public and private institutions will be examined. SP

HES 555 Family-Centered Intervention (3 credits)

Focus on the key elements of family-centered intervention. Discussion will center on the partnership of family members with professionals in all aspects of early intervention, conducting assessments, prioritized intervention goals, designing intervention plans, and implementation. SP

Additional electives may be taken with the approval of the department chairperson and director of the program.