

The department of communication disorders and deaf education offers a bachelor of arts degree in deaf education, a bachelor of science degree in speech-language pathology, a master of science degree in speech-language pathology, and a master of arts degree in early intervention in deaf education. See the communication disorders and deaf education graduate program section in this catalog for information on the master's degrees.

FACULTY

Gale B. Rice, professor and chairperson of the department of communication disorders and deaf education

Paola Brush, instructor of communication disorders and deaf education

M. Jean Evans, clinical instructor of communication disorders and deaf education

Paula Gross, instructor of communication disorders and deaf education

Christine Krekow, clinical instructor of communication disorders and deaf education

Susan Lenihan, professor of communication disorders and deaf education; director of the deaf education program

Richard Lewis, associate professor of communication disorders and deaf education

Barbara Meyer, associate professor of communication disorders and deaf education; clinic director

Nancy Murphy, assistant professor of communication disorders and deaf education

Carmen Russell, associate professor of communication disorders and deaf education

Lynne Shields, professor of communication disorders and deaf education; director of the graduate program in speech-language pathology

MAJOR IN DEAF EDUCATION

For the student who desires to work with children who are deaf or hard of hearing in an educational setting, Fontbonne offers a four-year program leading to a bachelor of arts degree.

Special emphasis is placed on method courses and practicum experiences. In this competency/performance-based teacher education program students need to demonstrate their ability to apply theoretical knowledge to the teaching of children who are deaf or hard of hearing, especially in the areas of spoken language, literacy, and academics. Students must also demonstrate the ability to develop listening skills in children

through the optimal use of appropriate amplification or cochlear implants.

During the freshman, sophomore, and junior years, before beginning student teaching, students have the opportunity to work with children who are deaf or hard of hearing as teacher assistants, tutors, or activities supervisors.

During both semesters of the senior year, students participate in three different levels of student teaching experience at St. Joseph Institute for the Deaf, an internationally known school for children who are deaf or hard of hearing noted for its listening and spoken language approach to teaching. Each senior's student teaching experience is designed to fit the student's interests and may include a placement at other deaf education programs.

Listed below are the functions that someone who enters the professions of speech-language pathology and listening and spoken language deaf education must perform and therefore are required of majors in the department.

Physical Abilities:

- Participate in classroom or clinical activities for 2-4 hour blocks of time with one or two breaks;
- Ambulate to, from, and within 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 2-4 hours with 1-2 breaks;
- Comply with administrative, legal, and regulatory policies.

Highlights of this major:

- Approximately 700 clock hours of work with children who are deaf or hard of hearing.
- All coursework in deaf education is dove-tailed with practicum experiences.
- Student/teacher ratio in deaf education method courses is usually less than 10/1.
- Students are eligible for both state and national certification upon graduation.
- Students may be eligible for certification in elementary 1-6 by passing the Praxis Exam for elementary.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the academic policies and regulations in the undergraduate introductory section in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Teacher Certification Requirements

Full information for teacher certification policies, procedures, and requirements are found in the section titled *Teacher Certification at Fontbonne University* following the graduate programs' section in this catalog.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after completion in equivalent of one full semester (*a minimum of 12 credit hours*) at Fontbonne.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

The following specific general education courses are recommended for this major:

- BIO 108 Introduction to Life Science/lab (3 credits)
- PHY 108 Introduction to Physical Science/lab (3 credits)

HST 105 or 106 Introduction to American History I or II (3 credits)

The following specific general education courses must be taken to meet the requirements for this major:

- CIS 103 Microcomputer Applications in Education (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)

Courses Required in the Major

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
- CDS 211 The 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 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- DEA 100 Psychology of Deafness (2 credits)
- DEA 200 Pre-student Teaching Practicum in Deaf Education (0 credits)
- DEA 210 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 300 Teaching Children Who Are Deaf (3 credits)
- DEA 310 Beginning Sign Language (2 credits)
- DEA 320 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 330 Pre-student Teaching Practicum in Deaf Education (1 credit)
- DEA 400 Teaching Speech in Deaf Education I (2 credits)
- DEA 410 Teaching Language in Deaf Education (3 credits)
- DEA 420 Teaching Reading in Deaf Education (2 credits)
- DEA 430 Parent Counseling in Deaf Education (2 credits)
- DEA 440 Speech Practicum in Deaf Education (2 credits)
- DEA 460 Reading and Writing in Deaf Education (3 credits)
- DEA 470/480 Student Teaching in Deaf Education I, II (8 credits)

Courses Required in Other Disciplines

- EDU120 Psychology of the Exceptional Child (3 credits)
- EDU 234 Philosophical Foundations of Education (3 credits)
- EDU 240 Literature for Children and Adolescents (2 credits)
- EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
- EDU 301 Teacher Education at Fontbonne University (0 credits)
- EDU 310 Reading Methods Practicum (2 credits)
- EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)
- EDU 392 Educational Assessment and Diagnosis of Children with Learning Problems (3 credits)
- EDU 400 Classroom/Behavior Management (3 credits)
- MTH 102 Contemporary Topics in Mathematics (3 credits)

MTH 350 Methods of Teaching Mathematics in Early Childhood and Elementary School (3 credits)
 PSY 200 Developmental Psychology (3 credits)
 BIO 370 Teaching Science in Early Childhood, Elementary, and Middle School (2 credits)

MAJOR IN SPEECH-LANGUAGE PATHOLOGY

The undergraduate program includes basic information related to linguistics, speech science, speech and language development, hearing, and speech and language disorders. Students will learn to evaluate and manage communicative disorders during supervised clinical sessions.

The department offers the bachelor of science degree in the undergraduate program. Acceptance as a major in speech-language pathology requires a minimum cumulative grade point average (GPA) of 3.0 when the application for major approval is filed (no later than the end of the sophomore year). To participate in clinical practicum a GPA of 3.0 must be maintained. Students are required to take a minimum of two semesters of pre-clinical or clinical practicum. Major approval is required for 300 and 400 level classes and practicum. Students are also required to complete a capstone experience, integrating knowledge gained in general education courses with clinical knowledge. Dual enrollment in the graduate program for up to 6 credit hours is possible during the second semester of the senior year for students meeting the following requirements:

1. Minimum GPA of 3.5, and
2. Department permission.

Completion of undergraduate and graduate degree programs at Fontbonne will enable the student to meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and licensure by the state of Missouri. This will also make students eligible for Missouri state certification as a speech-language specialist. This certificate is necessary to work in the public schools.

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 majors in the department.

Physical Abilities:

- Participate in classroom or clinical activities for 2-4 hour blocks of time with one or two breaks;
- Ambulate to, from, and within 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, and 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.

Baccalaureate Degree and Residency Requirements

All requirements for an undergraduate degree are listed in the academic policies and regulations in the undergraduate introductory section in this catalog. These requirements include a graduation requirement of at least one course in religion or theology.

Major Approval

Major approval is required during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. For transfer students, major approval is required after the completing the equivalent of one full semester (*a minimum of 12 credit hours*) at Fontbonne.

A student in the speech-language pathology major must have achieved a minimum cumulative GPA of 3.0 on a 4.0 scale at the times of application for major approval and application for a degree and maintain this GPA to participate in clinic.

General Education Requirements

The 42 credit hours of general education requirements are presented in the undergraduate academic information section in this catalog. A course that meets a general education requirement may also meet a course requirement in the major or a course requirement in another discipline.

Courses Required in the Speech-Language

Pathology Major:

- CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
- CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
- CDS 211 The 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 312 Introduction to Clinical Methods (2 credits)
- CDS 313 Advanced Clinical Methods (2 credits)
- CDS340 Pre-Clinic (1 credit)
- CDS 380 Introduction to Fluency Disorders (3 credits)
- CDS 410 Audiology (3 credits)
- CDS 414 Auditory Rehabilitation (3 credits)
- CDS 420 Introduction to Voice Disorders (3 credits)
- CDS 425 Introduction to Neurogenic Communication Disorders (3 credits)
- CDS 440, 441, 442 Clinic Practicum (3 credits - 2 courses)
- CDS 496 Senior Seminar (3 credits)

Courses Required in Other Disciplines

- EDU 120 Psychology of the Exceptional Child (3 credits)
- EDU 265 Methods of Teaching Reading for Speech Pathologist (2 credits)
- MTH 115 Introduction to Statistics (3 credits)
- PSY 100 Introduction to Psychology (3 credits)
- PSY 200 Developmental Psychology (3 credits)

COURSES

Communication Disorders

CDS 101 Survey of Communication Disorders (1 credit)

An introductory survey of the speech, language, and hearing components associated with the processes of communication including issues related to normal functions and categories of communicative disturbances across the age span. FA

CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)

A study of the development of speech and language in the normal and exceptional child with a consideration of factors that contribute to or impair this development. Multicultural issues will be introduced. FA, SP

CDS 201 Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)

A detailed study of the structure and function of those parts of the skeletal, muscular, respiratory, and nervous systems as they pertain to the process of communication. Science credit for students majoring in deaf education only. FA

CDS 211 The Nature of Language (3 credits)

An introduction to modern linguistic theory as it applies to developmental psycholinguistics. Includes the study of syntactic, semantic, morphological, phonological, and pragmatic rule systems. FA, SP

CDS 220 Phonetics (3 credits)

An in-depth study of clinical phonetics when applying the IPA to the English language and dialectal variations. Multicultural issues will be introduced. FA

CDS 231 Speech Science (3 credits)

Acoustic nature of human speech with review of the instrumentation with which its parameters are measured; analysis of resulting data for application in voice, speech and hearing pathology. Prerequisites: CDS 220; CDS 201. SP

CDS 302 Phonological and Articulation Disorders (3 credits)

An introduction to phonological and articulatory development and disorders. Includes information about differential diagnosis including dialectical and cultural issues. Treatment theories and procedures are discussed. Prerequisites: CDS 105; CDS 220. FA

CDS 311 Introduction to Language Disorders (3 credits)

An introduction to the nature of language disorders in children. Includes assessment and intervention of the syntactic, morphological, semantic, pragmatic and phonological systems of language. Prerequisites: CDS 105; CDS 211. SP

CDS 312 Introduction to Clinical Methods (2 credits)

Introduction to theoretical basics for intervention in communication disorders, service delivery models, and general therapy procedures. Level one supervised observation will be a part of the course. Prerequisites: CDS 105; CDS 211; CDS 220 and major approval. FA

CDS 313 Advanced Clinical Methods (2 credits)

This is a continuation of Introduction to Clinical Methods. Emphasis will be placed on specific methods and techniques of intervention, behavior management, and clinical writing. Level two supervised observation will be a part of the course. Prerequisites: CDS 302; CDS 312. SP

CDS 340 Pre-Clinical Practicum (1 credit)

The student will assist a student clinician in assessment, treatment, and case management of clients with speech, language and hearing disorders in the Eardley Family Clinic for Speech-Language and Hearing. Prerequisites: CDS 302; CDS 311 and permission. Minimum 3.0 GPA (May be repeated for credit.)

CDS 380 Introduction to Fluency Disorders (3 credits)

An introductory study of the theories and therapy related to stuttering behavior in children, adolescents, and adults. SP

CDS 410 Audiology (3 credits)

Review of the anatomy and physiology of the ear and of the physics of sound; causes and types of hearing impair-

ment; forms of remediation; administration, scoring, and interpretation of pure tone air and bone conduction; speech reception and speech discrimination tests and electrophysiological measures. Prerequisite: CDS 231. FA

CDS 414 Auditory Rehabilitation (3 credits)

Overview of aural habilitative and rehabilitative services carried out with children and adults with hearing loss. Consideration will be given to the auditory bases and assistive technology employed in rehabilitative efforts. Psychosocial, familial, and interpersonal factors will also be discussed as they have impact on these populations. Prerequisite: CDS 410. SP

CDS 420 Introduction to Voice Disorders (3 credits)

A survey of etiology, diagnosis, and therapy of disorders of voice and related disorders, including an introduction to cleft palate. Prerequisite: CDS 201; CDS 231. SP

CDS 425 Introduction to Neurogenic Communication Disorders (3 credits)

A survey of the etiology, diagnosis, and management of communicative disorders associated with acquired brain damage in children and adults. Prerequisite: CDS 201. SP

CDS 440-442 Clinic Practicum (3 credits)

Supervised practicum in the Eardley Family Clinic for Speech-Language and Hearing. Emphasis is placed on assessment, treatment, and case management of clients with speech, language, and hearing disorders. Prerequisites: CDS 300; CDS 302; CDS 311 and permission. Minimum 3.0 GPA. FA, SP

CDS 490 Independent Study in Communication Disorders (1-3 credits)

The purpose of the independent study is to augment (not to substitute for or replace) the required curriculum in the department of communication disorders and deaf education. The procedure for applying for an independent study is to notify the departmental chairperson in writing of the desire for the course no later than the day of final registration for that semester. The notice is to include the area of interest and the desired instructor. The department will grant independent studies pending instructor availability. Students will be limited to one independent study during their undergraduate curriculum. Prerequisites: 3.5 GPA; Department Approval. FA, SP

CDS 496 Senior Seminar (3 credits)

The focus of this course is the integration and generalization of knowledge in order to help students transition from undergraduate to graduate study. Topics included are: professional issues, setting specific information (legislation, IEP's, medicaid, medicare, etc.), communication disorders with special populations. The capstone project is incorporated into this seminar. Prerequisites: CDS 312; CDS 302 and a minimum of two of the following: CDS 311; CDS 380; CDS420; CDS 425. SP

Deaf Education

DEA 100 Psychology of Deafness (2 credits)

An introductory survey of deafness and the intellectual, social, and linguistic development of children who are deaf or hard of hearing. Causes, treatments, assistive devices, and communication modes are studied. Historical review of deaf education and deaf culture are addressed. FA

DEA 200 Pre-Student Teaching Practicum in Deaf Education (0 credits)

Observation and interaction with children who are deaf or hard of hearing. Placements may be in classrooms or co-curricular program. Students learn to communicate with children who are deaf or hard of hearing. Students meet with the supervisor at the end of the semester to discuss the experience. P/NP grading. Prerequisite or concurrent: DEA 100. FA

DEA 210 Pre-Student Teaching Practicum in Deaf Education (1 credit hour)

This experience consists of observation and discussion of various educational settings for children who are deaf or hard of hearing. Visitations will be scheduled at locations in and around St. Louis. Additionally presentations may take place on campus. Seminars will be held periodically in which the observations will be discussed. Students will turn in reflection papers for each observation. P/NP grading. Prerequisite: DEA 100. SP

DEA 300 Teaching Children Who Are Deaf (3 credits)

Overview of educational programming for children who are deaf or hard of hearing. Assessment and intervention strategies for speech, language, listening, and content areas. Curriculum planning and strategies of effective instruction. Technology and instructional media, career development, additional disabilities, mainstreaming, and multicultural/deaf culture implications. Prerequisite: DEA 100. FA, SP

DEA 310 Beginning Sign Language (2 credits)

Introductory sign language class (ASL) to generate basic sign skills/conversational skills in an interactive class environment and to develop an awareness about the deaf community and the culture. SP

DEA 320 Pre-Student Teaching Practicum in Deaf Education (1 credit hour)

Students visit St. Joseph Institute each week as a group for a one-hour observation followed by a seminar to discuss the observation. The students discuss the connections between theory and practice. P/NP grading. Prerequisite: DEA 210. FA

DEA 330 Pre-Student Teaching Practicum in Deaf Education (1 credit hour)

Students work with children who are deaf or hard of hearing in classroom setting for a minimum of 30 clock hours. Initially the cooperating teacher provides the plans for the sessions. The student is responsible for planning lessons after midterm. The student keeps a journal of the experience.

The supervisor observes the student at the practicum site and conferences with the student at the completion of the practicum. Prerequisite: DEA 320. SP

DEA 400 Teaching Speech in Deaf Education I (2 credits)

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials for developing speech. Identification/remediation of speech problems, use of phonetic transcription, and writing IEPs are studied. Prerequisite: DEA 300. FA

DEA 410 Teaching Language in Deaf Education (3 credits)

This course focuses on theories and practices used in developing language in children who are deaf or hard of hearing. Competencies will be developed in assessment, curriculum models, instructional planning, and teaching. Prerequisite: DEA 300. FA

DEA 420 Teaching Reading in Deaf Education I (2 credits)

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials used in teaching reading to the young child with a hearing loss. Topics include storytelling, writing I.E.P. objectives, and identification/remediation of reading problems. Prerequisite: DEA 300. SP

DEA 430 Parent Counseling in Deaf Education (2 credits)

Develops an awareness and sensitivity to the social, relational, educational, and professional issues faced by parents of children who are deaf or hard of hearing. Topics include interviewing and counseling techniques, role playing, parent teacher conferences, career development expectations, and multicultural implications. Prerequisite: DEA 300. SP

DEA 440 Speech Practicum in Deaf Education (2 credits)

Students participate in supervised practicum in speech sessions at St. Joseph Institute and weekly seminar. Emphasis on assessment strategies and procedures for developing speech and audition. Prerequisite: DEA 300; DEA 400. SP

DEA 460 Reading and Writing in Deaf Education (3 credits)

A study of reading and written language across the curriculum including approaches to reading and written language assessment, lesson planning, and teaching strategies for middle grades through post secondary education. The course explores the connection between reading and writing. Analysis and correction of reading disabilities are addressed. Prerequisite: DEA 300. FA

DEA 470/480 Student Teaching in Deaf Education (6 credit hours each semester)

Directed student teaching at St. Joseph Institute for the Deaf or other deaf education program. Each student teacher completes two semesters of student teaching at three different placements including a variety of age levels. The Fall placement, DEA470, is 15 weeks of morning sessions. The Spring placement, DEA480, is 8 weeks full days. Each student teacher's program is individually designed. Open to seniors in deaf education. FA, SP

DEA 481 Field Experience in Deaf Education (3-8 credits)

Supervised field experience for degreed candidates. Field experience includes all responsibilities of teaching in a deaf education setting. Observations and conferences are required by cooperating teacher and university supervisor. Students must have received department approval and admission to the teacher certification program. Prerequisite: Admission to the teacher certification program and department approval FA, SP, SU

DEA 490 Independent Study in Deaf Education (1-3 credits)

The purpose of the independent study is to augment (not to substitute for or replace) the required curriculum in the department of communication disorders and deaf education. The procedure for applying for an independent study is to notify the departmental chairperson in writing of the desire for the course no later than the day of final registration for that semester. The notice is to include the area of interest and the desired instructor. The department will grant independent studies pending instructor availability. Students will be limited to one independent study during their undergraduate curriculum. FA, SP