

The Department of Communication Disorders and Deaf Education

Speech-Language Pathology (MS)

Early Intervention in Deaf Education (MA)

Deaf Education (MA) Fontbonne Clarke Northeast Collaborative

The department of communication disorders and deaf education offers a master of science degree in speech-language pathology, a master of arts degree in early intervention in deaf education, and a master of arts degree in deaf education in the Northeast. The programs provide academic and clinical educational experiences to prepare entry-level speech-language pathologists and to provide specialized training in deaf education. In addition, two tracks in the speech-language pathology program are offered: an emphasis in deafness and an emphasis in neurogenic disorders. 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.

Graduate assistantships and traineeships are available for qualified students who have completed an appropriate number of clinical practicum hours.

ACADEMIC REGULATIONS

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

SATISFACTORY ACADEMIC PROGRESS:

To earn a Fontbonne University graduate degree, a student must complete all requirements for the specific graduate program and the degree. A degree-seeking graduate student at Fontbonne University is expected to perform at a satisfactory academic level by:

- Earning no more than one grade of C in a graduate course
- Earning no grades of F in graduate course
- Achieving and maintaining a minimum cumulative grade point average (GPA) of 3.0 and

- Following all academic requirements specific to the graduate program.

The following policies apply:

C and/or F Grades

A student who earns a grade of C in a graduate course will immediately be sent a letter placing them on academic probation. Copies of the letter will be sent to the dean of the college and the associate vice president for academic affairs, with a copy placed in the student's file. A student who earns a second grade of C will be dismissed from the program and the university. The student may appeal the dismissal and request immediate reinstatement to the program by petitioning the college dean. With their permission, the student may retake one of the two courses in which the C was earned as soon as the course is available. The dean, in consultation with the program director, may set the conditions for retaking the course, including which of the two courses should be repeated.

A student who earns an F in a graduate course will be dismissed from the program and the university.

Repeating Graduate Courses:

A graduate student may repeat no more than one graduate course and may repeat that graduate course one time only. The course being retaken must be taken at Fontbonne University. Although students may retake classes for higher grades, application of the satisfactory academic progress policies will be based on initial grades earned.

ACADEMIC PROBATION DURING GRADUATE STUDY

In communication disorders and deaf education, 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.

DISMISSAL

A student will be dismissed from the graduate program and the university by the college dean and the associate vice president for academic affairs if the student:

- Earns a second grade of C in an academic or clinical course, or
- Earns an F in a graduate course, or
- Earns one grade of C in an academic or clinical course and has a cumulative GPA below 3.0, or
- Has a cumulative GPA below 3.0

DUAL ENROLLMENT/ GRADUATE ENROLLMENT

For detailed information on academic policies and regulations, 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.

MASTER OF SCIENCE (MS) DEGREE IN 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 45 graduate hours, including a minimum 40 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, per ASHA requirements.
- Successful defense of the academic and clinical portfolio or completion of a thesis 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 (ASHA) include coursework in the areas of physical science, biological science, statistics 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, residency requirements, and admission policies and regulations, please refer to Criteria for Acceptance, Satisfactory Academic Progress, Academic Probation During Graduate Study and Dismissal headings in this section.

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.
- Three letters of recommendation
- 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, TB testing, and health screenings. Some facilities may have additional requirements such as drug testing, finger print checks, CPR training, and proof of immunizations. Exemptions from immunization based on religious beliefs or matters of conscience may extend the length of the program to allow completion of required clinical hours.

The results from a background check may impact your ability to progress through the program and your ability to obtain your license to practice.

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. 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.

MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Course Prerequisites for Program

(must have these courses or their equivalent):

- 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)
- CDS211 Nature of Language (or other basic linguistic course) (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
- CDS 414 Auditory Rehabilitation (3 credits) OR CDS555 Pediatric Audiology & Habilitation (3 credits)
- CDS 548 Clinical Methods (1 credit) OR undergraduate clinical methods course

Graduate Curriculum

(a) Required Courses (28 credits):

- CDS 500 Introduction to Research Methods (3 credits)
- CDS 512 Language and Literacy (3 credits)
- CDS 520 Voice and Motor Speech Disorders (4 credits)
- CDS 522 Seminar in Craniofacial Anomalies (3 credits)
- CDS 526 Seminar in Fluency Disorders (3 credits)
- CDS 527 Adult Neurogenic Language and Cognitive Disorders (3 credits)
- CDS 535 Assessment Issues in Communication Disorders (3 credits)
- CDS 577 Clinical Aspects of Dysphagia (3 credits)
- CDS 580 Practical Application of Augmentative Communication Systems and Assistive Technology (3 credits)
- CDS 570 Comprehensive Seminar in Communication Disorders (0 credits, taken last 2 semesters)

b) Students are required to choose a minimum of 1 of the following two courses (3 credits):

Note: CDS534 is required for any student who has not taken a 3-credit course in the area of articulation/phonology disorders.

- CDS 532 Seminar in Early Childhood Language (3 credits)
- CDS 534 Seminar in Sound System 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 total of 5 credit hours counting toward the degree.
3. ASHA certification requires 400 clock hours, 325 of which must be earned at the graduate level.
4. Register consecutively for:

1. CDS 540-546 Graduate Clinical Practicum (1 billed credit hour per semester)
2. CDS 547 Public School Practicum (1 billed credit hour per semester)

d) Elective courses: students may choose any of the courses listed below, in addition to any of the above courses not selected to meet the minimum in area(b) to fulfill the required 40 academic credits

- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS529 Language and Cognition (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)

e) Professional Seminars (CDS 570): There will be a number of mandatory seminars scheduled across the final fall and spring semesters of the graduate program. Topics covered during these meetings will include: writing a professional resume', job interview skills, creation of a poster/technical session, ethics of the profession, professional licensure and certification, and other professional issues.

PORTFOLIO OR THESIS

All students will compile a professional portfolio during the final two semesters of their graduate program. The content of the portfolio will include:

1. An annotated bibliography of 10 peer-reviewed journal articles, each citation accompanied by an essay and each relating to a professional indicator that is tied to ASHA certification requirements.
2. A copy of the student's professional resume'
3. Verification of registration for or completion of the PRAXIS exam
4. Verification of having submitted a proposal for a poster or technical session to the annual convention of the Missouri State Speech-Language Pathology Association (MSHA) or a poster session to a Fontbonne Student Scholarship Eventy, both of which are held during the Spring semester.

A graduate student in Speech-Language Pathology may request permission to write a master's thesis in lieu of compiling a portfolio to be completed during their second year in the program. A student who elects to write a thesis must take the following steps:

1. Write a letter or email to the Director of Graduate Studies indicating interest in writing a master's thesis no later than March 1 of the first Spring Semester of enrollment in the program. The faculty will consider all requests at the next departmental meeting. A committee of three faculty members will be selected.
2. If the student is approved to write a thesis, the student then determines the topic of the thesis in consultation with the faculty research advisor who has agreed to supervise the thesis. The faculty research advisor will work with the student to secure IRB approval for the collection of data.
3. The student will enroll in CDS560: Clinical Research in Communication Disorders for 1 credit hour for each of the next three semesters (Summer, Fall, and Spring). The student will generally conduct the literature review in the Summer, data collection in the Fall, and analysis and final writing in the Spring.
4. The thesis must be submitted electronically to the three members of the thesis committee no later than April 1 of the Spring semester in which the degree is to be awarded.
5. The student will meet with the thesis committee for an oral defense at a time to be determined.
6. The student will submit the final revised thesis no later than two days before the graduation date. The final thesis should be submitted both electronically to the Director of the Graduate Program and as a printed bound manuscript (2 copies).

COURSES

COMMUNICATION DISORDERS 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 512 Language and Literacy (3 credits)

This course is intended for graduate students in speech-language pathology, deaf education, regular education and special education. It will explore practical methods of assessment, supportive strategy development, and curricular adaptations for early childhood, school-age, and postsecondary learners who exhibit language and learning difficulties and therefore are at risk for literacy disorders, resulting in the need for support in receptive and expressive

language, reading, and written expression. FA (online) SP
SU

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 520 Voice and Motor Speech Disorders (4 credits)

Advanced study of the anatomy, physiology, and neurology of disordered motor speech and voice. Topics include assessment and treatment of motor speech disorders as a result of damage or disease as well as current diagnostic and treatment techniques for voice disorders as a result of misuse/abuse, disease, injury, and/or neurologic disorders. Topics discussed will also include multi-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. 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. FA

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. FA

CDS 529 Language and Cognition (3 credits)

Reviews the contemporary issues about the relationship between cognition and language. Explores the explanatory role of cognition when normal language abilities are present and when they are not. Cognitive rehabilitation assessment and treatment tools that can be used by the speech-language pathologist will be presented. 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. FA

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. FA

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., hearing 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 Fontbonne University Speech and Language Clinic, hospital, clinic, and/or other off-campus practicum site. Permission required. 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. Permission required. May be repeated. FA, SP, SU

CSD 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 credit hours. 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. SP

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 or master's thesis. Must be arranged in prior semester and requires department approval. May be repeated. FA, SP, SU

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. FA, SP, SU

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 (0 credits)

Taken in the final two semesters of graduate study, this course helps the student develop a set of organizational skills that will facilitate the transition from graduate school to the profession of communication disorders. Provides a systematic review for the PRAXIS Examination for SLP. Prerequisite: 18 hours of graduate study.. FA, SP

CDS 572 Collaborative Seminar in Augmentative Communication and Cochlear Implants (1 credit)

This course will prepare the student to analyze case studies of complex learners who use augmentative communication and/or cochlear implants. Students will demonstrate knowledge of interdisciplinary collaboration, analysis of learner needs with respect to the general education curriculum, the use of technology to facilitate participation in the classroom, and methods of assessing learner outcomes. FA

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. SP, SU

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

MASTER OF ARTS (MA) DEGREE IN 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). It is preferred students have an undergraduate degree in deaf education, early childhood education, special education, elementary education, or speech-language pathology. 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.

MASTER'S DEGREE STUDENTS SEEKING CERTIFICATION IN DEAF EDUCATION

Students who do not possess a teaching certificate in deaf education may complete additional course work to be eligible for Missouri certificate Deaf/Hard of Hearing, Birth-12. The requirements are described in the Post Baccalaureate Teacher section of the catalog. Specific requirements for the certification for Deaf/Hard of Hearing are listed on the Curriculum Guide for Students Seeking Certification.

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 credits) It is preferred that 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 1st of the year of planned enrollment:

- A completed online 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.

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

ESSENTIAL FUNCTIONS

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

BACKGROUND CHECKS

As part of an ongoing effort to ensure the safety and welfare of students and staff, school districts require that any individual who teaches, supervises, or has access to students in schools undergo an FBI fingerprint check, a criminal record check, child abuse/neglect screening, TB tests and/or other screenings. Candidates should also realize that the background checks need to be updated periodically. It is the responsibility of each student to maintain up-to-date background checks for the purpose of observations, practicum and final clinical experience/student teaching. Please check with your advisor or Fontbonne's Certification Officer (East 235) should you have questions regarding background checks and the courses for which they are

necessary. Courses needing background checks are also noted in this catalog.

COURSES REQUIRED FOR STUDENTS WITH CERTIFICATION IN DEAF EDUCATION

36 credit hours are required for the program

Prerequisites (or equivalents):

Certification in deaf education, elementary, early childhood, special or early childhood special education.

CDS 105 Speech and Language Development

CDS 201 Anatomy/Physiology of Speech/Hearing Mechanism

CDS 220 Phonetics (or additional credit hour in CDS584)

CDS 211 Nature of Language (or additional credit hour in CDS531)

CDS 410 Audiology (or additional credit hour in CDS555)

Students may fulfill requirements for CDS 201, CDS 220, and CDS 211 by taking CDS 508

Required Courses:

CDS 500 Introduction to Research Methods (3 credits)

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

CDS 555 Pediatric Audiology and Habilitation (3 credits)

CDS 566 Language and Literacy in Children at Risk (3 credits)

CDS 571 Comp Graduate Seminar (1 credit)

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

EDU 525 Assessment and Intervention in ECSE (3 credits)

ECE 551 Administering Programs for Children & Families (2 credits)

ECE 555 Family-Centered Intervention (3 credits)

Graduate Practicum:

CDS 538 Mid-level Field Experience (1)

CDS 539 Family-Centered Field Experience (1)

CDS 549 Advanced Field Experience (1) (elective)

1. Students will complete a total of 2-3 credit hours of practicum. A minimum of 40 clock hours of experience are required for 1 credit hour of practicum.
2. The number and type of practicum experiences will be determined in consultation with the program director.

Suggested Electives:

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

CDS 522 Seminar in Orofacial Anomalies (3 credits)

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

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

CDS 532 Seminar in Early child Language (3 credits)

CDS 537 Early Field Experience (1 credit)

CDS 552 Counseling Issues in CD (3 credits)*

CDS 556 Auditory Technology & Cochlear Implants (3 credits)

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

CTE 507 Studies in Autism Spectrum Dis (3 credits)

EDU 505 Introduction to Methods of Teaching Students with Cross-Categorical Disabilities (4 credits)

EDU 549 Foundations of Reading Instruction (3 credits)

CDS 572 Collaborative Seminar (1 credit)

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

Equivalent coursework may be accepted with approval of the program director and the department chairperson.

*CDS 523 and *CDS 552 are not required for graduates of Fontbonne University's undergraduate program in Deaf Education.

Electives may be taken with the approval of the program director and department chairperson

COURSES REQUIRED FOR STUDENTS SEEKING CERTIFICATION IN DEAF EDUCATION

36 Credit hours are required for the program

Prerequisites (or equivalents):

Certification in deaf education, elementary, early childhood, special or early childhood special education or undergraduate degree in related field such as communication disorders

CDS 105 Speech and Language Development

CDS 201 Anatomy/Physiology of Speech/Hearing Mechanism

CDS 220 Phonetics (or additional credit hour in CDS 584)

CDS 211 Nature of Language (or additional credit hour in CDS 531)

CDS 410 Audiology (or additional cr. hour in CDS 555)

Required Courses:

CDS 500 Introduction to Research Methods (3 credits)

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

CDS 531 Communication Development for Children Who Are Deaf/Hard of Hearing (3 credits)

CDS 550 Teaching Reading in Deaf Education (3 credits)
 CDS 555 Pediatric Audiology and Habilitation (3-4 credits)
 CDS 566 Language and Literacy in Children at Risk
 (3 credits)
 CDS 571 Comp Graduate Seminar (1 credit)
 CDS 572 Collaborative Seminar (1 credit)
 CDS 583 Curriculum in Early Childhood Deaf
 Education (2 credits)
 CDS 584 Practicum in Speech (2credits)
 EDU 525 Assessment and Intervention in ECSE (3 credits)
 ECE 551 Administering Programs for Children &
 Families (2 credits)
 ECE 555 Family-Centered Intervention (3 credits)

Certification Requirements:

CDS 506 Beginning Sign Language (1 credit)
 CDS 552 Counseling Issues in CD (3 credits)
 DEA 481 Culminating Clinical Experience (8 credits)
 EDU 270 Intro to Learner Diversity (3 credits)
 CDS 573 Promoting Effective Learning (1 credit)
 EDU 400 Behavior Management (3 credits)
 MTH 350 Teaching Math (3 credits)
 PSY 200 Developmental Psychology (3 credits)

Graduate Practicum:

CDS 537 Early Field Experience (1 credit)
 CDS 538 Mid-level Field Experience (1)
 CDS 539 Family-Centered Field Experience (1)
 CDS 549 Advanced Field Experience (1) (elective)

1. Students will complete a total of 2-3 credit hours of practicum prior to the Culminating Clinical Experience (DEA481).
2. A minimum of 40 clock hours of experience are required for 1 credit hour of practicum.
3. The number and type of practicum experiences will be determined in consultation with the program director.

Master of Arts (MA) Degree in Deaf Education

**Specialty Area: Preparing Educators to Serve
 Children Who Are Deaf/Hard of Hearing in**

Inclusive Educational Settings

Fontbonne University and Clarke Schools for Hearing and Speech have initiated a partnership to offer a Master of Arts in Deaf Education. This hybrid model will offer Fontbonne University coursework through synchronous distance education and face-to-face formats) and practicum for graduate students in the Northeast region of the U.S.

This program is a unique model designed to prepare a new generation of professionals. It stresses an interdisciplinary approach, incorporating the principles of best practice from

deaf education, early childhood education, speech-language pathology and special education. Classes are small and highly interactive. Faculty are nationally recognized, experienced and committed to each graduate student's success. Many of our faculty continue to work with children and families, sharing their expertise through technological advancements, evidence-based practices and innovative techniques.

All coursework is presented by instructors through face-to-face instruction or via synchronous distance technology. The 41-42-credit-hour curriculum will prepare graduate students with the content and experiences they need to:

- provide educational services to students who are learning and using listening and spoken language,
- collaborate with professionals in inclusive educational settings,
- monitor and facilitate the use of hearing technology,
- instruct learners with modifications and accommodations,
- support learners' self advocacy and social-emotional development.

In addition to the core curriculum, graduate students will also participate in over 400 hours of field experience in or near the city in which they reside through the Clarke Schools or other Northeast programs, including CREC Soundbridge in Connecticut and the Bergen County Hearing Impaired Program in New Jersey.

CERTIFICATION/LICENSURE

Students will be eligible for the Massachusetts teaching license at the end of the program. Students will need to pass all required tests for licensure and may need to take additional courses depending on the courses taken as an undergraduate. Students who wish to earn licensure or certification in other states will need to meet the requirements of the state.

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 that 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 1st of the year of planned enrollment:

- A completed online 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.

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

Submit all documents to the:
Deaf Education Graduate Program Director
Communication Disorders and
Deaf Education Department
Fontbonne University
6800 Wydown Blvd.
St. Louis, MO 63105-3098

ESSENTIAL FUNCTIONS

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

BACKGROUND CHECKS

As part of an ongoing effort to ensure the safety and welfare of students and staff, school districts require that any individual who teaches, supervises, or has access to students in schools undergo an FBI fingerprint check, a criminal record check, child abuse/neglect screening, TB tests and/or other screenings. Candidates should also realize that the background checks need to be updated periodically. It is the responsibility of each student to maintain up-to-date background checks for the purpose of observations, practicum and final clinical experience/student teaching. Please check with your advisor or Fontbonne's Certification Officer (East 235) should you have questions regarding background checks and the courses for which they are necessary. Courses needing background checks are also noted in this catalog.

COURSES REQUIRED FOR STUDENTS IN DEAF EDUCATION

41-42 credit hours are required for the program

Required Courses:

- CDS 500 Introduction to Research Methods (3 credits)
- CDS 506 Beginning Sign Language (1 credit)
- CDS 508 Foundations in Listening and Spoken Language for Children Who Are Deaf/Hard of Hearing
- CDS 517 Developing Language Skills for D/HH
- CDS 518 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3 credits)
- CDS 523 Intervention with Children Who Are Hard of Hearing (3credits)
- CDS 531 Communication Development for Children Who Are Deaf/Hard of Hearing (3-4 credits)
- CDS 537 Early Field Experience (1 credit) P/NP
- CDS 538 Mid-Level Field Experience (1-3 credit)
- CDS 550 Teaching Reading in Deaf Education(3 credits)
- CDS 555 Pediatric Audiology and Habilitation (3-4 credits)
- CDS 558 Audiology, Acoustics and the Role of the Teacher (2 credits)
- CDS 559 Culminating Clinical Experience and Seminar (4 credits)
- CDS 589 Capstone Project (4 credits)
- ECE 555 Family-Centered Intervention (3 credits)

Prerequisites and additional licensure requirements may need to be taken. The curriculum includes the required clinical field experience hours for licensure.

COURSES

EARLY INTERVENTION IN DEAF EDUCATION AND DEAF EDUCATION 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 508 Foundations in Listening and Spoken Language for Children Who Are Deaf/Hard of Hearing (3 credits)

This course is an introduction to the study of speaking and listening with emphasis on the anatomy and physiology of the speech mechanism with emphasis on speech acoustics, speech perception and speech production. Phonetic transcription, spoken language assessment, and theories of speech perception will also be discussed. FA

CDS 517 Developing Language Skills for D/HH Deaf Education in Inclusive Settings (3 credits)

This course addresses the principles and techniques used in the development of language with deaf children. Consideration is given to traditional and modern approaches to language development as it applies to reading and writing as well as spoken language. Strategies for developing reading and written language skills, the use of expository text to develop language skill, as well as formal and informal assessment, and using information from evaluations to develop an Individual education plan will be discussed. 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. Course includes content in linguistics for an additional credit hour. Prerequisite: CDS 523. FA

CDS 537 Early Field Experience (1 credit)

P/NP. This course is required for students who do not already have experience in deaf education. Students observe a variety of local deaf education programs and assist and participate in classrooms for a minimum of 40 clock hours. SU, FA

CDS 538 Mid-level Field Experience (1-3 credits)

This course provides students with experience working in center-based early intervention/early childhood deaf education or early childhood special education programs. SU, FA, SP

CDS 539 Family-Centered Field Experience (1 credit)

This course provides students with experiences working with caregivers in the natural environments. The focus of intervention in this practicum is on the use of family-centered coaching practices. FA, SP

CDS 539 Culminating Clinical Experience and Seminar (4 credits)

This course provides an overview of the theoretical foundations of teaching children with hearing loss and its application to the classroom. Students analyze and discuss educational theory and best practices in Listening and Spoken Language as well as the impact hearing loss has on student learning and outcomes. The primary goal for this class is to relate the curriculum content to the students' field experiences. FA, SP

CDS 549 Advanced Field Experience (1 credit)

P/NP. This practicum will allow students to experience either center or natural environment service delivery in alternative ways such as out-of-town practicum, community service based research projects, or intensive observations. SU, FA, SP

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. SP

CDS 558 Audiology, Acoustics and the Role of the Teacher (2 credits)

In this course students will study theories and techniques needed to provide accurate and appropriate information to parents, classroom teachers and other professionals regarding hearing loss, its impacts in learning environments, and assistive listening technology. The concepts and skills discussed will be useful for both the THI/TOD that has daily, direct access to an education/pediatric audiologist and the THI/TOD that is the primary person responsible for managing the student with hearing loss. FA

CDS 559 Culminating Clinical Experience and Seminar (4 credits)

This course provides an overview of the theoretical foundations of teaching children with hearing loss and its application to the classroom. Students analyze and discuss educational theory and best practices in Listening and Spoken Language as well as the impact hearing loss has on student learning and outcomes. The primary goal for this class is to relate the curriculum content to the students' field experiences. FA, SP

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 572 Collaborative Seminar in Augmentative Communication and Cochlear Implants (1 credit)

This course will prepare the student to analyze case studies of complex learners who use augmentative communication and/or cochlear implants. Students will demonstrate knowledge of interdisciplinary collaboration, analysis of learner needs with respect to the general education curriculum, the use of technology to facilitate participation in the classroom, and methods of assessing learner outcomes. FA

CDS 573 Promoting Effective Learning (1 credit)

P/NP. Explore topics in educational and cognitive psychology in order to promote effective teaching and learning. Students will address various philosophical questions to help clarify their own personal values as educators. Students will prepare for their professional practice by examining key features of Fontbonne's teacher certification requirements. Students will receive a grade of P/NP. This course is required for students seeking initial certification. SU.

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 (2-3 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. Course includes content on phonics for third credit hour. SP

CDS 589 Capstone Project (1 credit)

This final semester capstone project course is the culmination of the student's professional preparation as a deaf educator, integrating all of the key concepts and skills presented in the Deaf Education in Inclusive Settings course of study into a major thesis project.

A final oral presentation to the faculty will demonstrate the candidate's ability to operationalize theory, best practice, ethical decision making and knowledge of professional expectations. SU

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

ECE 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

ECE 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.