

# Department of Communication Disorders and Deaf Education

## MAJORS

**Deaf Education (BA)**

**Speech-Language Pathology (BS)**

## MINORS

**Speech-Language Pathology**

## CERTIFICATES

**Speech-Language Pathology Assistant**

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 minor in speech-language pathology, a certificate in speech-language pathology assistant, 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. 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; dean of the college of education and allied health professions

**Carmen Russell**, professor of communication disorders and deaf education; chairperson of the communication disorders and deaf education department

**Amanda Alton**, instructor of communication disorders and deaf education

**Paola Brush**, 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**, professor of communication disorders and deaf education

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

**Laura O'Hara**, assistant professor of communication disorders and deaf education

**Dan Salvucci**, instructor of communication disorders and deaf education and Northeast Collaborative Project Co-Director

**Catherine Schroy**, assistant 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

**Jenna Voss**, assistant professor of communication disorders and deaf education; grant mentor

## 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.

Students will work with children who are deaf or hard of hearing throughout the program. During both semesters of

the senior year, students participate in different levels of clinical experience designed to fit the student's interest.

Dual enrollment in the graduate program for up to 6 credit hours is possible during the senior year for students meeting the following requirements:  
Minimum GPA of 3.5 and Department permission.

### 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.
- If students wish to add additional certification, they may do so by passing the Missouri Content Assessment.

### Essential Functions:

Listed below are the essential functions that someone who enters the profession of 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.

## BACCALAUREATE DEGREE AND RESIDENCY REQUIREMENTS

All requirements for an undergraduate degree are listed in the academic policies and regulations section of 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 entitled, Teacher Education at Fontbonne University following the graduate programs section in this catalog.

## MAJOR APPROVAL

Students apply for major approval during the second semester of the sophomore year, or after the completion of 45 credit hours at Fontbonne. Transfer students apply for major approval when the student has also completed 45 semester hours, but the equivalent of one full semester (a minimum of 12 credits) must have been taken at Fontbonne. Transfer students who have completed Introduction to Learner Development (or equivalent) at another institution must complete a required "zero hour" course: EDU301 Teacher Education at Fontbonne University.

### Major approval also requires:

1. A cumulative blended grade point average (GPA) of 2.75 from all colleges/universities attended and a cumulative blended GPA of 3.0 for all professional coursework from all colleges/universities attended, along with successful completion of DEA 210 Early Field Experience in Deaf Education.
2. Qualifying scores on the Missouri General Education Assessment.
3. Completion of the Missouri Educator Profile.
4. Clear criminal background check.

## GENERAL EDUCATION REQUIREMENTS

The general education requirements are presented in the 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. Please see the curriculum guide sheet for Deaf Education Majors for specific general education courses.

### 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 410 Audiology (3 credits)  
CDS 414 Auditory Rehabilitation (3 credits)  
DEA 100 Psychology of Deafness (2 credits)  
DEA 200 Deaf Education Practicum (0 credits)  
(required for students with no prior experience in deaf education)  
DEA 210 Early Field Experience in Deaf Education (2cr.)  
DEA 250 Teaching Children Who Are Deaf (3)  
DEA 310 Beginning Sign Language (2 credits)  
DEA 330 Mid-level Experience in Deaf Education (1 credit)  
DEA 400 Teaching Speech in Deaf Education I (2-3)  
DEA 410 Teaching Language in Deaf Education (3)  
DEA 418 Students Who Are Deaf/Hard of Hearing in Inclusive Settings (3)  
DEA 420 Emergent Literacy in Deaf Education (2-3)  
DEA 430 Parent Counseling in Deaf Education (2)  
DEA 440 Speech Practicum in Deaf Education (2)  
DEA 460 Reading and Writing in Deaf Education (3 credits)  
DEA 470 Clinical Experience in Deaf Education (4 credits)  
DEA 480 Culminating Clinical Experience (8 credits)

### Courses required in other disciplines

EDU 263 Methods of Teaching Reading and Language Arts (6 credits)  
EDU 268 Introduction to Learner Development (3 credits)  
EDU 270 Introduction to Learner Diversity (3 credits)  
EDU 333 Multi-Sensory Methods for the Elementary Classroom (2 credits)  
EDU 392 Assessment of Ability and Achievement (3 cr.)  
EDU 400 Classroom /Behavior Management Techniques (3 credits)  
MTH 102 Concepts in Mathematics (3 credits)  
MTH 350 Methods of Teaching Mathematics in the 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.

Completion of the undergraduate degree will provide students with the pre-requisites to enter a graduate program in speech language pathology. The undergraduate degree will also enable a student to meet the Missouri requirements for a certificate as a Speech Language Pathology Assistant. A master's degree is required to be certified by the American Speech Hearing Language Association as a Speech Language Pathologist and to be licensed by the state of Missouri.

The department offers the bachelor of science degree in the undergraduate program. Students are required to take a minimum of two semesters of pre-clinical or clinical 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 senior year for students meeting the following requirements:

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

Completion of both the 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 allow students to be eligible for Missouri state certification as a speech-language specialist. This certificate is necessary to work in public schools.

### Essential Functions:

Listed below are the functions that someone who enters the profession of speech-language pathology 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.

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.

## **Baccalaureate Degree and Residency Requirements**

All requirements for an undergraduate degree are listed in the academic policies and regulations in the introductory section for undergraduate programs in this catalog. These requirements include a graduation requirement of at least one course in religion or theology. A student must complete a minimum of 50 percent of the CDS credit hours required for the major at Fontbonne University.

## **Major Approval**

Major approval is required for CDS300 and CDS400 level classes and clinical practicum. Acceptance as a major in speech-language pathology requires a minimum cumulative GPA of 3.0 when the application for major approval is filed (at the end of the sophomore year or after 12 credit hours at Fontbonne for students transferring in at least 54 credits). A minimum cumulative 3.0 GPA is required to continue in the major. If the GPA falls below 3.0, the student may not enroll in any 300-400 level CDS classes and will have one semester probationary period to bring the GPA back to 3.0 or above. If the student does not bring the GPA up to 3.0 after one semester, they will not be allowed to continue in the major. A student may participate in pre-clinic with a GPA of 2.75 or better during the probationary period. To participate in clinical practicum, a grade point average of 3.0 must be maintained.

## **General Education Requirements**

The 42 credit hours of general education requirements are presented in the 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 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 300 Clinical Methods (4 credits)  
 CDS 302 Phonological and Articulation Disorders (3 cr.)  
 CDS 311 Introduction to Language Disorders (3 cr.)  
 CDS340 Pre-Clinic (1 credit)  
 CDS 380 Introduction to Fluency Disorder  
 CDS 410 Audiology (3 credits)  
 CDS 414 Auditory Rehabilitation (3 credits)  
 CDS 420 Introduction to Voice Disorders (3 credits)  
 CDS 425 Introduction to Neuro Comm Disorders (3 cr.)  
 CDS 440 Clinic Practicum (3 credits)  
 CDS 496 Senior Seminar (3 credits)

## **Courses Required in Other Disciplines**

EDU 270 Introduction to Learner Diversity (3 credits)  
 EDU 265 Methods of Teaching Reading for Speech Pathologist (2 credits)  
 MTH 115 Introduction to Statistics (3 credits) **OR**  
 PSY 320 Stats for Behavioral Sciences (3 cr.)  
 PSY 100 Introduction to Psychology (3 credits)  
 PSY 200 Developmental Psychology (3 credits)  
 Biological Science (life sciences) (3 credits)  
 Physical Science (Chemistry, Physics, or Physical Science) (3 credits)

## MINOR

### MINOR IN SPEECH-LANGUAGE PATHOLOGY

A minor in speech-language pathology helps prepare undergraduate students majoring in a different area to prepare for graduate studies to become a speech-language pathologist. Additionally, this minor provides most of the coursework and supervised observation hours required by the State of Missouri for licensure as a Speech-Language Pathology Assistant. A minimum of fifty percent (50%) of the required 21 credit hours must be successfully completed at Fontbonne University.

#### Courses Required in the Minor:

CDS101 Survey of Communication Disorders (1 credit)  
DEA100 Psychology of Deafness (2 credits)  
CDS105 Speech and Language Development of the Normal and Exceptional Child (3 credits)  
CDS201 Anatomy & Physiology of the Speech and Hearing Mechanism (3 credits)  
CDS211 Nature of Language (3 credits)  
CDS220 Phonetics (3 credits)  
CDS302 Phonological & Articulation Disorders (3 credits)

#### Elective: One of the following

CDS311 Intro to Language Disorders (3 credits)  
CDS425 Intro to Neurogenic Communication Disorders (3 credits)

## CERTIFICATE

### CERTIFICATE IN SPEECH-LANGUAGE PATHOLOGY ASSISTANT

This certificate provides the coursework needed to apply to the State of Missouri for licensure as a Speech-Language Pathology Assistant. Additional supervised observation and clinical contact hours may be required. This certificate does not necessarily meet SLPA requirements for other states.

#### Requirements:

1. Completed Bachelor's degree in related field from accredited institution.
2. A student must earn a minimum of C in each course required for this certificate.
3. All certificate programs must be successfully completed at Fontbonne University, culminating in a minimum cumulative grade point average of 2.75.
4. Courses that fulfill the requirements for the SLPA certificate may not be used to fulfill major requirements for a bachelor's degree in Speech-Language Pathology.

### Courses Required for the Certificate

CDS 110: Fundamentals of Language Development for the SLPA  
CDS 210: Fundamentals of Anatomy & Physiology of the Speech and Hearing Mechanism for the SLPA (3 credits)  
CDS 225: Fundamentals of Phonetics for the SLPA (3 cr.)  
CDS 331: Pediatric Speech and Language Disorders for the SLPA (3 credits)  
CDS 332: Adult Speech and Language Disorders for the SLPA (3 credits)  
CDS 334: Audiology and Aural Rehabilitation for the SLPA (3 credits)  
CDS 335: Clinical Methods for the SLPA (3 credits)

## COURSES

### COMMUNICATION DISORDERS COURSES

#### 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, SP

#### 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 201; CDS 220. SP



**CDS 300 Clinical Methods (4 credits)**

The focus of this course is to provide an introduction to theoretical basis for intervention in communication disorders, service delivery models, and general therapy procedures. Emphasis will be placed on specific methods and techniques of intervention, behavior management, and clinical writing. Supervised observation will be included in the course. Prerequisites CDS 105, CDS 211, CDS 220 and major approval. FA

**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 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 Fontbonne University Speech and Language Clinic. Prerequisites: (may be taken concurrently) CDS300; CDS 302; CDS 311; and permission. Minimum 2.75 GPA (May be repeated for credit). FA, SP

**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 impairment; 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; CDS 211; CDS 231 SP

**CDS 440-442 Clinic Practicum (3 credits)**

Supervised practicum in the Fontbonne University Speech and Language Clinic. Emphasis is placed on assessment, treatment, and case management of clients with speech, language, and hearing disorders. Prerequisites: CDS 300; CDS 302; CDS 311; CDS 340, 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 300; CDS 302; and a minimum of two of the following: (may be taken concurrently) CDS 311; CDS 380; CDS 420; CDS 425. SP

**DEAF EDUCATION COURSES****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 Deaf Education Practicum (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. Optional for students with prior experience in deaf education. Prerequisite or concurrent: DEA 100. FA

**DEA 210 Early Field Experience in Deaf Education (2 credits)**

This experience consists of a minimum of 40 clock hours of observation and participation in a variety of educational settings for children who are deaf or hard of hearing. The experience includes weekly group observations and individual placements assisting teachers. Seminars are held periodically in which the field experience is discussed. Students will turn in reflection papers for each observation. P/NP grading. Prerequisite: DEA 100. SP

**DEA 250 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. 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 330 Mid-Level Experience in Deaf Education (1 credit)**

Students work with children who are deaf or hard of hearing in classroom setting for a minimum of 45 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 250. SP

**DEA 400 Teaching Speech in Deaf Education (3 credits)**

A study of trends, curricular models, lesson planning, teaching strategies, and assessment materials for developing speech. Phonology and articulation development, identification/remediation of speech problems, use of phonetic transcription, and writing IEPs are studied. Prerequisite: DEA 250. 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 250. FA

**DEA 418 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

**DEA 420 Emergent Literacy in Deaf Education (2-3 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. Course includes an overview of children's literature for third credit hour. Prerequisite: DEA 250. SP

**DEA 430 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 250. SP

**DEA 440 Speech Practicum in Deaf Education (2 credits)**

Students participate in supervised practicum in speech sessions and weekly seminar. Emphasis on assessment strategies and procedures for developing speech and audition. Prerequisite: 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 250. FA

### **DEA 470 Clinical Experience in Deaf Education (4 credits)**

Supervised field experience consisting of 8 weeks, half-day sessions of directed observation and teaching in a deaf education setting. Open to seniors in deaf education. FA, SP

### **DEA 480 Culminating Clinical Experience (8 credits)**

Supervised field experience consisting of 12 weeks full-day sessions of directed observation and teaching in a deaf education setting. Students complete all requirements of the MoPTA. 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

## **SPEECH-LANGUAGE PATHOLOGY ASSISTANT COURSES**

### **CDS 110: Fundamentals of Language Development for the SLPA (3 credits)**

A study of the fundamentals of the development of speech and language in the normal and exceptional child useful to the speech-language pathology assistant. Factors that contribute to or impair development as well as multicultural issues will be covered.

### **CDS 210: Fundamentals of Anatomy and Physiology of Speech, Language, Hearing for the SLPA (3 credits)**

A study of the fundamentals of the structure and function of those parts of the skeletal, muscular, respiratory, and nervous systems as they pertain to the process of communication.

### **CDS 225: Fundamentals of Phonetics for the SLPA (3 credits)**

The fundamentals of clinical phonetics when applying the IPA to the English language and dialectical variations useful to the SLPA.

### **CDS 331: Pediatric Speech and Language Disorders for the SLPA (3 credits)**

This course will be an introduction to both congenital and acquired disorders in children in the areas of phonology, articulation, language, fluency, voice and deafness. It will include information on implementing basic treatment for each disorder under the supervision of a licensed speech-language pathologist. Supervised observation of clinic sessions will be required. Prerequisites: CDS110, CDS210, CDS225.

### **CDS 332: Adult Speech and Language Disorders for the SLPA (3 credits)**

This course will be a survey of the acquired communicative disorders in adults. It will include information on aphasia, dysarthria, apraxia, voice, right hemisphere syndrome, and dementia. Emphasis will be placed on implementing treatment under the supervision of a licensed speech-language pathologist. Supervised observation of clinic sessions will be required. Prerequisites: CDS110, CDS210, CDS225.

### **CDS 334: Audiology and Aural Rehabilitation for the SLPA (3 credits)**

An overview of the anatomy & physiology of the ear, causes and types of hearing impairments, and the habilitative and rehabilitative services offered to children and adults with hearing loss. Emphasis will be placed on the role of the speech-language pathology assistant in implementing treatment under the guidance of a licensed speech-language pathologist. Prerequisites: CDS110, CDS210, CDS225.

### **CDS 335: Clinical Methods for the SLPA (3 credits)**

This course will be an overview of the roles and responsibilities of the Speech-Language Pathology Assistant. Emphasis will be placed on intervention models and techniques, behavior management principles, data collection, and documentation. Supervised observation will be included. Prerequisites: CDS110, CDS210, CDS225, CDS331, CDS332, CDS334, or permission.