

Communicative Disorders and Deaf Education

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**Assistant Department Head and Advisor for
Speech-Language Pathology and Audiology:**

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Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), Master of Arts (MA), Master of Education (MEd), and Educational Specialist (EdS) in Communicative Disorders and Deaf Education; Doctorate of Audiology (AuD)

Undergraduate areas of focus: BS, BA—Clinical and Educational Audiology, Education of the Deaf and Hard of Hearing, Speech-Language Pathology. The focus in Education of the Deaf and Hard of Hearing includes an area of focus in Elementary Education.

Graduate specializations: MS, MA, MEd—Audiology, Early Childhood Communicative Disorders, Speech-Language Pathology; MEd—Education of the Deaf and Hard of Hearing; EdS—Audiology

Undergraduate Programs

Objectives

Three main objectives of the Department of Communicative Disorders and Deaf Education are (1) to train competent speech-language pathologists, educators of the deaf and hard of hearing, and clinical-educational audiologists capable of receiving state and national licensure; (2) to provide clinical services to individuals with speech-language deficits or hearing loss in the University population or in the community; and (3) to provide research opportunities for students relating to communicative problems of individuals. The programs in both Speech-Language Pathology and Clinical-Educational Audiology are fully accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program in Education of the Deaf and Hard of Hearing is accredited by the Council on Education of the Deaf. All department programs hold Utah State Office of Education approval and NCATE accreditation.

Requirements

Departmental Admissions Requirements. Any accepted student at Utah State University may major in Communicative Disorders and Deaf Education (COMD-DE) during the freshman and/or sophomore years. However, during the first semester of the junior year, the student must formally apply for admission into the COMD-DE undergraduate professional preparation program. Application forms for admission into COMD-DE will be disseminated in class during the first semester of the junior year. As part of the application process, each student will complete the College of Education Writing Examination. The student will be accepted if cumulative grade point average is 3.0 or higher, University Studies credits are within 15 credits of completion, College of Education Writing Exam has been taken and passed, and all COM-DE courses taken to this point have grades higher than C+. Students who are accepted into the undergraduate program must maintain the acceptance standards each semester in order to continue in the major.

Transfer Students or students applying for admission into the program subsequent to the fall semester of their junior year must receive approval from the department head before beginning their matriculation in major classes.

Admission into the College of Education and Human Services teacher education program is necessary before the student may take licensure courses taught in the departments of Elementary Education, Special Education and Rehabilitation, and Secondary Education, which are supportive of the major. Admission into the teacher education program is also required prior to taking the Communicative Disorders clinical practicum coursework. Application to the teacher education program typically takes place at the beginning of the graduate program.

Bachelor's degree in Communicative Disorders and Deaf Education. There are two tracks available within the department: (1) **communicative disorders**, which includes emphases in *audiology* and *speech-language pathology*, and (2) **education of the deaf and hard of hearing**. Though the BS or BA is available in both tracks, the student should be aware that there is no professional employment licensure in either communicative disorders or education of the deaf and hard of hearing at the bachelor's level. Majors in the **communicative disorders** track need to complete a core curriculum consisting of COMD 2400, 2910, 3100, 3120, 3400, 3500, 3650, 3700, 3910, 4100, 4400, 5070, 5100, 5200, and 5330. Majors in the **education of the deaf and hard of hearing** track need to complete a core curriculum consisting of an elementary, secondary, early childhood, or special education major, including professional breadth requirements, and deaf education requirements consisting of COMD 2500, 2910, 3910, 4630, 4750, 4760, 4770, 4780, 4790, 4910, 5620, and 6430. The undergraduate major for communicative disorders and deaf education consists of 44 semester credits of courses specified by the department, plus 4-8 semester credits of extra departmental coursework. Current national board and state educational agency licensure requirements demand more coursework than the minimum numbers required for University graduation. Students desiring supportive

courses for majors in special education, elementary or secondary education, family life, psychology, or other related departments are advised to seek counsel from the departmental advisor in determining an effective minor core.

Education of the Deaf and Hard of Hearing. Students wishing to obtain licensure to teach the deaf and hard of hearing will need to complete the majority of the requirements for a teaching license in early childhood education, elementary education, secondary education, or special education. In conjunction with meeting the majority of requirements for licensure, the student must complete coursework leading to a bachelor's degree in Communicative Disorders and Deaf Education, with a focus in Education of the Deaf and Hard of Hearing. The department has an undergraduate advisor for this program.

Course Requirements

Each student in audiology and speech-language pathology must complete a component of professional training, which includes departmental and extra-departmental coursework. This professional training component includes the following courses: COMD 2400, 2500, 2910, 3100, 3120, 3400, 3500, 3650, 3700, 5070, 5100, 5200, 5330; ENGL 1010, 2010; SPCH 2600; BIOL 1010, 2000; CS 1010 or BIS 1400; MATH 1010, 1050; PSY 1010, 1400; STAT 1040; and SPED 4000.

Additional Information

For more information concerning graduation requirements and course sequencing, see the major requirement sheet, available from the Department of Communicative Disorders and Deaf Education, or visit the departmental website:
<http://www.coe.usu.edu/comd>.

Because many of the undergraduate COMD-DE courses are taught in sequence, students should meet with a departmental advisor prior to beginning classes in the COMD-DE major to assure that the most efficient and effective schedule is followed. Students should also confer with a departmental advisor for information about changes in requirements or scheduling.

Graduate Programs

Admission Requirements

A bachelor's degree in Communicative Disorders or equivalent requirements must be completed before the student enters the graduate program. The time required to complete the master of science degree is determined during the first semester of study by a temporary department committee consisting of professors from the student's direct field of study.

Students seeking the MEd with a specialization in education of the deaf and hard of hearing must have an undergraduate degree in early childhood, elementary, secondary, or special education. Students coming into the master's degree with a degree other than deaf education will need to plan on a two-year MEd program, while those coming directly through the USU curriculum will need to plan on a one-year master's degree program.

Applications will be considered once a year between March 1 and March 15. However, students must have completed the appli-

cation process to the School of Graduate Studies by February 15. No application will be considered until all the required information is submitted to the School of Graduate Studies.

Doctorate of Audiology

The Department of Communicative Disorders and Deaf Education at Utah State University offers a clinical Doctorate of Audiology (AuD). The program provides students with a broad yet in-depth academic and practicum-based curriculum to prepare them for applied audiology in a variety of settings. Graduates will be skilled to function at a high level of expertise in such environments as clinics, hospitals, private practice, research laboratories, hearing conservation programs, schools, the military, etc.

The program is a four-year post-baccalaureate residency program, the first of its kind in the Intermountain West and Pacific states. Utah State University is the birthplace of educational audiology. In addition, USU is in the forefront of research in telehealth applications in audiology. The AuD will enable graduates to enter the field at a professional level and begin a rewarding career of service in this evolving allied healthcare discipline.

Master's Degrees

Generally, all students will complete the requirements as specified below. In some instances students will have had some of the coursework required in the graduate curriculum as part of the undergraduate training at another institution. In those cases, the program will be individualized to meet national licensure through the American Speech-Language-Hearing Association (ASHA) and state educational licensure from the State of Utah. In no instance will students amass fewer than 36 graduate credits.

At the end of their programs, all graduate students, except for those in education of the deaf and hard of hearing, must take the NTE examination in their area of specialty. This must be done before a letter of completion will be sent to the School of Graduate Studies. Students are required to list USU as a recipient of NTE test scores.

Speech-Language Pathology. The program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The Utah State Office of Education has also approved the program. Students completing the master's curriculum are eligible for licensure from ASHA and the State of Utah Board of Education and additionally have met the academic and practicum requirements for licensure from the State of Utah. As a consequence of preparation and licensure, students are prepared for employment in any setting where the services of a qualified provider of speech and language services are provided. The following courses are required for all students seeking the MS degree in speech-language pathology: COMD 6020, 6030, 6040, 6050, 6100, 6120, 6130, 6140, 6200, 6210, 6220, 6230, 6300, 6370, 6810, and 6970.

Education of the Deaf and Hard of Hearing. The program in Education of the Deaf and Hard of Hearing is accredited by the Council on Education of the Deaf (CED) and is also approved by the Utah State Office of Education. Students completing this program may be licensed by the Utah State Board of Education as teachers of the deaf and hard of hearing and they also meet the requirements for licensure by CED. Students who complete the curriculum are prepared to provide services as teachers of the deaf and hard of hearing in any setting in which such services are furnished. The following courses or their equivalent are required for

all students seeking the MEd in education of the deaf and hard of hearing: COMD 2500, 2910, 3050, 3080, 3910, 4630, 4750, 4760, 4770, 4780, 4790, 4910, 4920, 5610, 5620, 6430, 6640, 6650, 6700, 6800, 6820, 6830, and 6850.

Educational Specialist Degree

The department offers an Educational Specialist (EdS) program that can be individualized to suit a candidate's need within a basic structure of educational audiology and with foci on research, supervision, and evaluation. The program is designed for those individuals who have completed the master's degree and who are practicing in educational settings. The degree requires a minimum of 30 credits beyond the master's degree and may be completed in part through coursework in the summer and extension study and research in conjunction with the individual's workplace.

Course Requirements

Graduate Courses in Speech-Language Pathology: *Year One—First Semester:* COMD 6020, 6030, 6040, 6050, 6100, 6130; *Second Semester:* COMD 6040, 6100, 6140, 6220, 6810; *Summer:* COMD 6370, EDUC 6550; *Year Two—First Semester:* COMD 6050, 6120, 6200, 6210; *Second Semester:* COMD 6300.

Graduate Courses in Audiology: *Year One—Fall Semester:* COMD 7200, 7310, 7380, 7390, 7820; *Spring Semester:* COMD 5330 or EDUC 6570, COMD 7200, 7320, 7340, 7490; *Summer Semester:* EDUC 6570; *Year Two—Fall Semester:* COMD 7300, 7420, 7430, EDUC 6600; *Spring Semester:* COMD 6370, 7300, 7460, 7530, 7820; *Summer Semester:* COMD 7300 (optional).

Graduate Courses in Education of the Deaf and Hard of Hearing: Students entering the program in Education of the Deaf and Hard of Hearing may choose one of three tracks. **Track one** is followed by students who have obtained their bachelor's degree in Communicative Disorders and Deaf Education with a focus in Education of the Deaf and Hard of Hearing; **track two** is followed by those who come into the program without the required background in Education of the Deaf; and **track three** will follow the program outlined for those who wish to focus on Early Childhood Deaf Education only. *Track 1—Fall Semester:* ELED 5150, 5250, COMD 6430, 6640, 6650, 6700, 6920; *Spring Semester:* COMD 6800, 6820, 6830, 6850; *Track 2—Fall Semester (Year 1):* COMD 2500, 5620, 5740/6740, 6430, 6760, 6790; *Spring Semester (Year 1):* COMD 5610, 6630, 6750, 6770, 6780; *Fall Semester (Year 2):* COMD 6640, 6650, 6700, 6920; *Spring Semester (Year 2):* COMD 6800, 6820, 6830, 6850; *Track 3—Fall Semester:* COMD 6760, 6770, 6780, 6910.

Clinical Doctorate Program in Audiology

The Doctorate of Audiology (AuD) program at Utah State University meets the mandate of the American Speech-Language-Hearing Association (ASHA) to have audiology students move from master's-level to doctoral-level training as the entry-level requirement within the profession of audiology. Specifically, the AuD requires three years of coursework, one year of intensive clinical practicum, and a doctoral-level clinically-related project to meet the requirements currently recommended for the AuD by ASHA and the American Academy of Audiology (AAA). Students at USU will participate in didactic and experiential learning in clinical, educational, telehealth, and rehabilitative audiology.

Course Requirements. All requirements for the undergraduate major in Communicative Disorders and Deaf Education must be taken in addition to the following graduate courses:

Year 1—Fall Semester: Com D 7400, 7410, 7470, 7480; *Spring Semester:* COMD 6780, 7400, 7860, 7870; *Year 2—Fall Semester:* COMD 7800 and 7850); *Spring Semester:* COMD 7800 and 7850; *Summer Semester:* COMD 7800 (optional).

Research Requirements

Several options are available for graduate students to complete the research or special project required for the MS or MEd. These options are specified in the list of requirements available in the department office, and include for the MS the traditional Plan A experimental thesis option, as well as the Plan B integrative review option or creative project option. Declaration of an option must be made at the time the student files an Application for Candidacy form with the School of Graduate Studies. Changes in the option will necessitate a complete revision and review of the Application for Candidacy by the student's supervisory committee.

Licensure. Each undergraduate and graduate is advised on which classes will meet Utah State Office of Education and American Speech-Language-Hearing Association licensure requirements, as well as Utah State Professional Licensure requirements. State Office of Education licensure credentials within Utah include approval for audiology, speech-language pathology, and education of the deaf and hard of hearing. Graduation from any of these programs ensures the student may be licensed in Utah. Such licensure facilitates meeting other requirements for other states because of reciprocal agreements that exist among some state educational agencies throughout the country.

Practicum Opportunities

Practicum experience at the graduate level is available in a variety of settings. The department maintains a Speech-Language-Hearing Center offering a full range of diagnostic and remedial services to individuals with speech-language or hearing disabilities. Additionally, students are assigned to off-campus practicum sites such as hospitals, schools for the deaf, long-term and rehabilitation care centers, clinics, physician's offices, and public schools. Placement in out-of-state practicum sites is available for those students who request it. Students may also be placed at the Center for Persons with Disabilities for experience in birth to three services. **Students must be enrolled in clinical practicum each semester of their graduate program.**

Financial Assistance

Limited departmental and federal grant support is available to graduate students and is awarded on a competitive basis. The application form for financial support must be submitted to the department no later than March 1 for consideration for the coming year.

Career Opportunities

Audiology graduates are prepared to work as clinical, educational, and rehabilitative audiologists. Speech-Language Pathology graduates are prepared to work in a variety of medical and school settings. Graduates in the area of Education of the Deaf are trained to work in total communication, bilingual/bicultural, and auditory-aural settings.

Additional Information

Specific details about each of the foregoing degree programs are outlined in policy and procedure documents available through the department. All requirements are subject to change; check with the department for current requirements. Additional information may be obtained by contacting the Department of Communicative Disorders and Deaf Education.

Communicative Disorders and Deaf Education Faculty

Trustee Professor

Carol J. Strong, language development, language assessment and intervention, language disorders in school-age students, research methodology in communicative disorders, narrative assessment and literature-based language intervention

Professors

James C. Blair, educational audiology, education of the deaf and hard of hearing

J. Freeman King, American Sign Language, linguistics, teacher preparation

Adjunct Clinical Professors

Bryan R. Larsen, MD, gastroenterologist

Gordon S. Wood, MD, otolaryngologist

Associate Professors

Kim Corbin-Lewis, diagnosis and management of voice disorders, laryngeal imaging, disorders of motor speech, dysphagia, anatomy and physiology of speech and swallow

Beth E. Foley, neuropathologies of speech and language, augmentative/alternative communication, language and literacy

Sonia S. Manuel-Dupont, nondiscriminatory educational assessment of non-English-language background children, Native American language assessment, emergent literacy, ethnic literacy, developmental phonology, syntax, professional and scientific discourse analysis

John E. Ribera, medical audiology, amplification, hearing science, telemedicine

Carmel Yarger, American Sign Language, curriculum for students who are deaf and hard of hearing, deaf education

Adjunct Associate Professor

Douglas W. Laws, clinical audiology

Assistant Professors

Donald G. Barringer, early interventions, sensory impairments, head-start research and training

Mark Krumm, pediatric audiology, telemedicine, aural rehabilitation

Shirley V. Leew, early childhood and prelinguistic development

Jaclyn Littledike, orofacial anomalies, professional practice issues, and clinical supervision

Vicki Simonsmeier, pediatric neurogenic disorders, oral-motor/dysphagia, early intervention programs, audiology, auditory processing, clinical supervision

Susan Watkins, early intervention programs, sensory impaired infants and toddlers

Clinical Assistant Professor

Kenneth M. Curtis, electronystagmography, aural rehabilitation, hearing aids, noise and hearing conservation, clinical supervision

Clinical Instructors

Chad Bingham, pediatric brain injury, limited English proficiency, augmentative/assistive technology, clinical supervision

Dee R. Child, disorders of phonation, articulation, fluency

Anne Elswelner, fluency, preschool language and articulation, clinical supervision

Kathryn S. Gantz, speech-language pathology

Jan Kelley-King, American Sign Language, deaf education

Elizabeth Parker, education of the deaf and hard of hearing

Heather Jo Jensen, clinical supervision, amplification, medical audiology

Susie Yoakum, speech-language pathology, clinical supervision

Advisor

Mindy Bergeson, deaf education

Course Descriptions

Communicative Disorders and Deaf Education (COMD),
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