

Department of Communicative Disorders and Deaf Education

Department Head: Beth E. Foley
Location: Lillywhite 103
Phone: (435) 797-3924
FAX: (435) 797-0221
E-mail: beth.foley@usu.edu
WWW: http://www.cehs.usu.edu/comd/

**Assistant Department Head and Advisor for
Speech-Language Pathology and Audiology:**
Dee R. Child, Lillywhite 112, (435) 797-2318, dee.child@usu.edu

Advisor for Deaf Education:
Jan Kelley-King, Lillywhite 40, (435) 797-5718,
jan.kellyking@usu.edu

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—Communicative Disorders,
Education of the Deaf and Hard of Hearing

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

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 graduate programs in both Speech-Language Pathology and Clinical-Educational Audiology are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association. 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.

Undergraduate Programs

Bachelor's Degree in Communicative Disorders and Deaf Education

There are two areas of focus available within the department: (1) **communicative disorders**, which includes options 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.

Option 1: Audiology and Speech-Language Pathology

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 Emma Eccles Jones College of Education and Human Services 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, the Emma Eccles Jones College of Education and Human Services Writing Examination 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 Emma Eccles Jones College of Education and Human Services teacher education program is necessary before the student may take licensure courses taught in the School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation, 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.

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:

A. Lower-division Core Courses (10 credits)

| | |
|--|---|
| MATH 1010 Intermediate Algebra (F,Sp,Su) (4 cr) or | |
| MATH 1050 (QL) College Algebra (F,Sp,Su) (4 cr) | 4 |
| STAT 1040 (QL) Introduction to Statistics (F,Sp,Su) | 3 |
| PSY 1010 (BSS) General Psychology (F,Sp,Su) | 3 |

B. Extra-departmental Core Courses (13 credits)

| | |
|---|---|
| BIOL 1010 (BLS) Biology and the Citizen (F,Sp,Su) | 3 |
| BIOL 2320 Human Anatomy (Sp,Su) (4 cr) or | |
| BIOL 2420 Human Physiology (F,Sp,Su) (4 cr) | 4 |
| FCHD 1500 (BSS) Human Development | |
| Across the Lifespan (F,Sp) (3 cr) or | |
| PSY 1100 Developmental Psychology: Infancy | |
| and Childhood (F,Sp) (3 cr) | 3 |
| SPCH 1020 (CI) Public Speaking (F,Sp) (3 cr) or | |
| SPCH 2110 (CI) Interpersonal Communication (F,Sp) (3 cr) | 3 |

C. Course Required for State Licensure (2 credits)

| | |
|---|---|
| SPED 4000 Education of Exceptional Individuals (F,Sp,Su) | 2 |
|---|---|

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D. Communicative Disorders Major Core Requirements (40 credits)

| | |
|--|---|
| COMD 2400 Orientation and Observation (F,Sp) | 1 |
| COMD 2500 Language, Speech, and Hearing Development (F,Sp) | 3 |
| COMD 2600 Introduction to Communication Disorders (F) | 2 |
| COMD 2910 (CI) Sign Language I (Majors) (F,Sp,Su) | 4 |
| COMD 3100 Fundamentals of Anatomy for Speech and Language (F) | 3 |
| COMD 3400 Acoustics and Anatomy of the Ear (Sp) | 3 |
| COMD 3500 Phonetics/Developmental Phonology (F) | 3 |
| COMD 3700 Basic Audiology (F) | 3 |
| COMD 4450 Assessment and Treatment of Communicative Disorders in the Pediatric Population (Sp) | 3 |
| COMD 5070 Speech Science (F) | 3 |
| COMD 5100 Language Science (Sp) | 3 |
| COMD 5200 Language Assessment and Intervention for Children Birth to Age Five (Sp) | 3 |
| COMD 5210 Cultural and Linguistic Diversity in Communicative Disorders (F) | 3 |
| COMD 5330 Pediatric Aural Rehabilitation (Sp) | 3 |

E. Upper-division Electives, Preapproved by Department (12 credits)

Suggested Semester Schedule for Communicative Disorders and Deaf Education Majors (Audiology and Speech-Language Pathology)

This is a model of the requirements and possible sequence of courses. However, students may progress through the program or have more flexibility if they have high ACT scores, CLEP credit, concurrent enrollment credit, AP credit, and/or transfer credit; or if they attend during summer semesters. All students should meet with the academic advisor prior to registering to work out a specific individualized plan.

Freshman Year (31 credits)

| | |
|---|---|
| Fall Semester (16 credits) | |
| COMD 2400 Orientation and Observation | 1 |
| ENGL 1010 (CL1) Introduction to Writing: Academic Prose | 3 |
| BIOL 1010 (BLS) Biology and the Citizen | 3 |
| PSY 1010 (BSS) General Psychology | 3 |
| USU 1010 University Connections | 2 |
| Breadth Humanities (BHU) course | 3 |
| Elective course | 1 |
| Passing scores on six Computer and Information Literacy (CIL) Exams | 0 |

Spring Semester (15 credits)

| | |
|---|---|
| BIOL 2320 Human Anatomy | 4 |
| COMD 2500 Language, Speech, and Hearing Development | 3 |
| MATH 1010 Intermediate Algebra (4 cr) or | |
| MATH 1050 (QL) College Algebra (4 cr) | 4 |
| Breadth Creative Arts (BCA) course | 3 |
| Elective course | 1 |

Sophomore Year (30-33 credits)

Fall Semester (15 credits)

| | |
|---|---|
| COMD 2600 Introduction to Communication Disorders | 2 |
| ENGL 2010 (CL2) Intermediate Writing: Research Writing in a Persuasive Mode | 3 |
| FCHD 1500 (BSS) Human Development Across the Lifespan (3 cr) or | |
| PSY 1100 Developmental Psychology: Infancy and Childhood (3 cr) | 3 |
| STAT 1040 (QL) Introduction to Statistics | 3 |
| SPCH 1020 (CI) Public Speaking (3 cr) or | |
| SPCH 2110 (CI) Interpersonal Communication (3 cr) | 3 |
| Elective course | 1 |

Spring Semester (15-18 credits)

| | |
|--|-----|
| COMD 2910 (CI) Sign Language I | 4 |
| Breadth American Institutions (BAI) course | 3 |
| Breadth Physical Sciences (BPS) course | 3-4 |
| Quantitative Intensive (QI) course | 2-4 |
| Elective course(s) | 3 |

Junior Year (29 credits)

Note: A minimum 3.0 overall GPA is required for admission to the professional program during the junior year.

Fall Semester (15 credits)

| | |
|---|---|
| COMD 3100 Fundamentals of Anatomy for Speech and Language | 3 |
| COMD 3500 Phonetics/Developmental Phonology | 3 |
| HEP 2000 First Aid and Emergency Care | 2 |
| Depth Humanities and Creative Arts (DHA) course | 3 |
| Depth Life and Physical Sciences (DSC) course | 3 |
| Elective course | 1 |

Spring Semester (14 credits)

| | |
|---|---|
| COMD 2910 (CI) Sign Language I (Majors) | 4 |
| COMD 3400 Acoustics and Anatomy of the Ear | 3 |
| COMD 4450 Assessment and Treatment of Communicative Disorders in the Pediatric Population | 3 |
| COMD 5100 Language Science | 3 |
| Elective course | 1 |

Senior Year (30-33 credits)

Fall Semester (15-16 credits)

| | |
|--|-----|
| COMD 3700 Basic Audiology | 3 |
| COMD 5070 Speech Science | 3 |
| COMD 5210 Cultural and Linguistic Diversity in Communicative Disorders | 3 |
| SPED 4000 Education of Exceptional Individuals | 2 |
| One Acceptable Related Course (see list below) | 3-4 |
| Elective course | 1 |

Spring Semester (15-17 credits)

| | |
|---|-----|
| COMD 5200 Language Assessment and Intervention for Children Birth to Age Five | 3 |
| COMD 5330 Pediatric Aural Rehabilitation | 3 |
| Two Acceptable Related Courses (see list below) | 6-8 |
| Elective course(s) | 3 |

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Acceptable Related Courses (choose 3 courses)

Students must select three acceptable related courses. Please note that some of these courses have prerequisites. In addition to the courses listed below, other courses may also be approved.

| | |
|--|---|
| BUS 3110 (DSS) Management Fundamentals..... | 3 |
| COMD 3910 Sign Language II (F,Sp,Su) | 4 |
| COMD 4750 Teaching the English Language to Individuals who are Deaf and Hard of Hearing (F) | 3 |
| ENGL 3020 (DHA) Perspectives in Linguistics (Sp) | 3 |
| ENGL 3030 (DHA) Perspectives in Literature (F,Sp,Su)..... | 3 |
| ENGL/HIST 3070 (DHA) Perspectives in Folklore (F,Su) | 3 |
| ENGL 3080 (CI) Introduction to Technical Communication (F,Sp) | 3 |
| FCHD 2610 Child Guidance (F,Sp) | 3 |
| FCHD 3100 Abuse and Neglect in Family Context (F,Sp)..... | 3 |
| FCHD 3350 (DSS) Family Finance (F,Sp,Su) | 3 |
| FCHD 3510 Infancy and Early Childhood (F,Sp)..... | 3 |
| FCHD 3520 Children in the Middle Years (F)..... | 3 |
| FCHD 3540 Adult Development and Aging (Sp)..... | 3 |
| LING 4100 The Study of Language (F,Sp)..... | 3 |
| MGT 3110 (DSS) Managing Organizations and People (F,Sp,Su)..... | 3 |
| MGT 3710 Developing Team and Interpersonal Skills (F,Sp)..... | 3 |
| PSY 1400 Analysis of Behavior: Basic Principles (F,Sp,Su)..... | 3 |
| PSY 3120 (DSS) Abuse, Neglect, and the Psychological Dimensions of Intimate Violence (F,Su)..... | 3 |
| PSY 3450 Perception and Psychophysics (F)..... | 3 |
| PSY 3500 (CI/DSS) Scientific Thinking and Methods in Psychology (F,Sp)..... | 3 |
| PSY 4420 (DSS) Cognitive Psychology (Sp) (3 cr) and PSY 4430 Cognitive Psychology Laboratory (Sp) (must take concurrently with PSY 4420) (1 cr)..... | 4 |
| SPCH 3330 (DSS) Intercultural Communication (F,Sp) | 3 |

Online Post-bachelor's Degree in Communicative Disorders

Nationally there is a critical need for master's-level or doctoral-level professionals in the field of communicative disorders. Many individuals already holding bachelor's degrees who would like to pursue these professions are lacking the required undergraduate prerequisites needed to be considered for admission into graduate programs. The Department of Communicative Disorders and Deaf Education at Utah State University has developed an online second bachelor's degree program to help fulfill this need. In order to be accepted into this program, students must have received a bachelor's degree from an accredited U.S. or Canadian university in another discipline. This second bachelor's degree program consists of 12 COMD online courses. The entire program may be completed during three semesters, but can be "stretched out" over a longer period if desired. All courses will be taught on the Internet by Regional Campuses and Distance Education (RCDE).

A 3.0 cumulative GPA within the first bachelor's degree is **strongly recommended**. However, students having a GPA below 3.0 will still be considered for admission. All students should make note of the following policy:

Admission into graduate school programs is very competitive. A competitive grade point average from this second bachelor's degree program will greatly increase the likelihood of being admitted into graduate school. For this reason, students in USU's second bachelor's degree program must maintain at least a 3.0 GPA in order to continue in the program. Students who fall below the 3.0 GPA at the end of any semester will not be allowed to continue until they raise their GPA back to 3.0 or higher by retaking courses.

Applicants may transfer to USU up to 6 credits of undergraduate communicative disorders courses. These credits must have been completed as part of an ASHA accredited program. In order to use these courses to replace equivalent courses within USU's program, permission must be granted by USU's COMD advisor (Dee Child).

Required Courses

It is *strongly recommended* (but not required) that the following courses be taken in the order shown below.

Semester 1

| | |
|---|---|
| COMD 2500 Language, Speech, and Hearing Development..... | 3 |
| COMD 3100 Fundamentals of Anatomy for Speech and Language | 3 |
| COMD 3500 Phonetics/Developmental Phonology..... | 3 |
| COMD 5100 Language Science..... | 3 |

Semester 2

| | |
|---|---|
| COMD 3120 Disorders of Articulation and Phonology..... | 3 |
| COMD 3400 Acoustics and Anatomy of the Ear..... | 3 |
| COMD 3650 (CI) Clinical Processes and Behavior | 2 |
| COMD 5330 Pediatric Aural Rehabilitation..... | 3 |

Semester 3

| | |
|---|---|
| COMD 3700 Basic Audiology | 3 |
| COMD 5070 Speech Science..... | 3 |
| COMD 5200 Language Assessment and Intervention for Children Birth to Age Five | 3 |
| COMD 5900 Independent Study: Observation/Graduate Preparation..... | 2 |

Option 2: Education of the Deaf and Hard of Hearing

Students admitted to the University in good standing may major in the composite degree in Deaf Education/Elementary Education (DEEE). Upon completion of 30 semester credits, students may apply for admission to the teacher education program. Admission criteria include a cumulative GPA of 2.75, a passing score on the Emma Eccles Jones College of Education and Human Services Writing Examination, a speech and hearing test, successful performance on the ACT exam, computer skills competency, and high potential as a teacher, as judged by performance in a small-group interview. Students must also complete the following courses prior to application: ELED 1010, ENGL 1010, FCHD 1500, MATH 1050, one Breadth American Institutions (BAI) course, one Breadth Physical Sciences (BPS) course, and one Breadth Humanities (BHU) or Breadth Creative Arts (BCA) course. Students who are accepted into the teacher education program may continue with the Deaf Education coursework, if they continue to improve in their use of American Sign Language, and if they continue to receive grades of no less than a *B-* in all of their COMD courses.

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.

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Suggested Schedule for Deaf Education/ Elementary Education Composite Majors

Students wishing to obtain teacher certification in Elementary Education and Deaf Education must complete the undergraduate requirements for the composite major and complete a two-semester graduate program during which student teaching requirements are fulfilled. There is no certification available at the bachelors' degree level.

Freshman Year (34 credits)

Fall Semester (15 credits)

| | |
|---|---|
| ENGL 1010 (CL1) Introduction to Writing: Academic Prose | 3 |
| Breadth American Institutions (BAI) course (major approved) | 3 |
| Breadth Humanities (BHU) course (major approved) | 3 |
| Breadth Life Sciences (BLS) course (major approved) | 3 |
| Breadth Physical Sciences (BPS) course (major approved) | 3 |

Spring Semester (19 credits)

| | |
|---|---|
| COMD 2910 (CI) Sign Language I | 4 |
| ELED 1010 Orientation to Elementary Education | 3 |
| FCHD 1500 (BSS) Human Development Across the Lifespan | 3 |
| MATH 1050 (QL) College Algebra | 4 |
| HEP 3500 Elementary School Health Education (2 cr) or | |
| HEP 2000 First Aid and Emergency Care (2 cr) | 2 |
| Breadth Creative Arts (BCA) course (major approved) | 3 |

Sophomore Year (36 credits)

Fall Semester (18 credits)

Level II Courses (Students must be admitted to the program.)

| | |
|---|---|
| ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II | 6 |
| ELED 3005 Beginning Classroom Management | 1 |
| ELED 4005 Intermediate Classroom Management | 1 |
| SPED 4000 Education of Exceptional Individuals | 2 |
| PSY 3660 Educational Psychology for Teachers | 2 |
| INST 4010 Principles and Practices of Technology for Elementary Teachers | 3 |
| ELED 3100 Classroom Reading Instruction | 3 |

Spring Semester (18 credits)

| | |
|---|---|
| ENGL 2010 (CL2) Intermediate Writing: Research Writing in a Persuasive Mode | 3 |
| Breadth Physical Sciences (BPS) course (major approved) | 3 |
| Breadth Social Sciences (BSS) course (major approved) | 3 |
| MATH 2020 (QI) Introduction to Logic and Geometry (Prereq: C- or better in MATH 1050; or ACT of 25 or higher) | 3 |
| MUSC 3260 Elementary School Music | 2 |
| COMD 3910 Sign Language II | 4 |

Junior Year (34 credits)

Fall Semester (18 credits)

| | |
|---|---|
| STAT 1040 (QL) Introduction to Statistics | 3 |
| COMD 2500 Language, Speech, and Hearing Development | 3 |
| PEP 3050 Physical Education in the Elementary School | 3 |
| COMD 5610 Introduction to Education of the Deaf and Hard of Hearing | 3 |
| Depth Humanities and Creative Arts (DHA) Course | 3 |
| Depth Life and Physical Sciences (DSC) Course | 3 |

Spring Semester (16 credits)

| | |
|--|---|
| COMD 3080 American Sign Language Practicum | 1 |
|--|---|

Level III in Elementary Education:

| | |
|--|---|
| ELED 4000 Teaching Science and Practicum Level III | 3 |
| ELED 4030 (CI) Teaching Language Arts and Practicum Level III | 3 |
| ELED 4040 (CI) Assessment and Instruction for Struggling Readers | 3 |
| ELED 4050 Teaching Social Studies and Practicum Level III | 3 |
| ELED 4060 Teaching Mathematics and Practicum Level III | 3 |

Senior Year (32 credits)

Fall Semester (16 credits)

| | |
|---|---|
| COMD 4750 Teaching the English Language to Individuals who are Deaf and Hard of Hearing | 3 |
| COMD 4770 Audiology and Teachers of Children who are Deaf and Hard of Hearing | 3 |
| COMD 4780 Socio-Cultural Aspects of Deafness | 3 |
| COMD 4910 (CI) Sign Language III | 4 |
| COMD 5740 Teaching Reading to Deaf and Hard of Hearing Children | 3 |

Spring Semester (16 credits)

| | |
|---|---|
| COMD 4630 Teaching Speech to Deaf and Hard of Hearing Children | 3 |
| COMD 4790 Psychological Principles and Individuals who are Deaf and Hard of Hearing | 3 |
| COMD 4920 Sign Language IV | 4 |
| COMD 5600 Classroom Teaching Using American Sign Language | 3 |
| COMD 5620 Teaching School Subjects to Students who are Deaf and Hard of Hearing | 3 |

Departmental Honors

Students who would like to experience greater academic depth within their major are encouraged to enroll in departmental honors. Through original, independent work, Honors students enjoy the benefits of close supervision and mentoring, as they work one-on-one with faculty in select upper-division departmental courses. Honors students also complete a senior project, which provides another opportunity to collaborate with faculty on a problem that is significant, both personally and in the student's discipline. Participating in departmental honors enhances students' chances for obtaining fellowships and admission to graduate school. Minimum GPA requirements for participation in departmental honors vary by department, but usually fall within the range of 3.30-3.50. Students may enter the Honors Program at almost any stage in their academic career, including at the junior (and sometimes senior) level. The campus-wide Honors Program, which is open to all qualified students regardless of major, offers a rich array of cultural and social activities, special classes, and the benefit of Honors early registration. Interested students should contact the Honors Program, Main 15, (435) 797-2715, honors@usu.edu. Additional information can be found online at: <http://www.usu.edu/honors/>

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 online at: <http://www.usu.edu/majorsheets/>. Additional information may also be found at the departmental website: <http://www.cehs.usu.edu/comd/>

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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. (Students already having a bachelor's degree in another area must *either* complete a second bachelor's degree in Communicative Disorders *or* take the undergraduate Communicative Disorders courses as postbachelor's courses.) 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.

In addition to School of Graduate Studies admission requirements, students must demonstrate competency in American Sign Language, in order to be admitted to the education of the deaf and hard of hearing program.

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

The program 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

A. Required Courses

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

| | |
|--|----|
| COMD 6370 Educational Audiology (F)..... | 3 |
| COMD 7200 ¹ Introduction to Clinical Practice (F,Sp,Su)..... | 4 |
| COMD 7300 ¹ Intermediate Clinical Practicum (F,Sp,Su)..... | 4 |
| COMD 7310 Psychoacoustics and Instrumentation (F)..... | 3 |
| COMD 7320 Amplification I (Sp)..... | 3 |
| COMD 7340 Pediatric Audiology (F)..... | 3 |
| COMD 7380 Advanced Audiology (F)..... | 2 |
| COMD 7400 Advanced Clinical Practicum (F,Sp,Su)..... | 2 |
| COMD 7410 Noise and Hearing Conservation (F)..... | 2 |
| COMD 7420 Amplification II (F)..... | 3 |
| COMD 7430 Electrophysiology (F)..... | 3 |
| COMD 7460 Adult Aural Rehabilitation (Sp)..... | 3 |
| COMD 7470 Educational Audiological Management and Audiologic Counseling (Sp)..... | 3 |
| COMD 7490 Medical Aspects of Audiology (Sp)..... | 3 |
| COMD 7520 Introduction to Cochlear Implants (F,Sp)..... | 3 |
| COMD 7530 Balance Evaluation and Management (Sp)..... | 3 |
| COMD 7800 ¹ Clinical Externship in Audiology (F,Sp,Su)..... | 12 |
| COMD 7820 Clinical Research in Audiology (F,Sp)..... | 1 |
| COMD 7850 ¹ Externship Seminar (F,Sp,Su)..... | 6 |
| COMD 7860 Practice Management in Audiology (Sp)..... | 2 |
| COMD 7870 ¹ Clinical Research Project (F,Sp)..... | 12 |
| EDUC 6570 Introduction to Educational and Psychological Research (F,Sp,Su)..... | 3 |
| EDUC 6600 Research Design and Analysis I (F,Sp,Su)..... | 3 |

B. Elective Courses

| | |
|---|-----|
| COMD 6680 SKI*HI Training (F,Sp,Su)..... | 1-3 |
| COMD 6780 Socio-Cultural Aspects of Deafness (F)..... | 3 |
| SPED 6500 Interdisciplinary Workshop (F,Sp,Su)..... | 1-3 |

¹In order to earn the required number of credits, students must take this course, which is repeatable for credit, during more than one semester.

Graduate Courses in Audiology

Year One:

Fall Semester

| | |
|--|---|
| COMD 7200 Introduction to Clinical Practice..... | 2 |
| COMD 7310 Psychoacoustics and Instrumentation..... | 3 |
| COMD 7380 Advanced Audiology..... | 2 |
| COMD 7820 Clinical Research in Audiology..... | 1 |

Spring Semester

| | |
|--|---|
| COMD 5330 Pediatric Aural Rehabilitation (3 cr) or EDUC 6570 Introduction to Educational and Psychological Research (3 cr)..... | 3 |
| COMD 7200 Introduction to Clinical Practice..... | 2 |
| COMD 7320 Amplification I..... | 3 |
| COMD 7340 Pediatric Audiology..... | 3 |
| COMD 7490 Medical Aspects of Audiology..... | 3 |

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Summer Semester

| | |
|---|---|
| EDUC 6570 Introduction to Educational and Psychological Research | 3 |
|---|---|

Year Two:

Fall Semester

| | |
|--|---|
| COMD 7300 Intermediate Clinical Practicum | 2 |
| COMD 7420 Amplification II | 3 |
| COMD 7430 Electrophysiology | 3 |
| EDUC 6600 Measurement, Design, and Analysis I | 3 |

Spring Semester

| | |
|---|---|
| COMD 6370 Educational Audiology | 3 |
| COMD 7300 Intermediate Clinical Practicum | 2 |
| COMD 7460 Adult Aural Rehabilitation..... | 3 |
| COMD 7530 Balance Evaluation and Management..... | 3 |
| COMD 7820 Clinical Research in Audiology | 1 |

Summer Semester (Optional)

| | |
|--|---|
| COMD 7300 Intermediate Clinical Practicum | 2 |
|--|---|

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 certification from ASHA and licensure from the State of Utah Board of Education. Additionally, these students will have met the academic and practicum requirements for professional licensure from the State of Utah. Upon graduation, students are prepared for employment in both educational and health care settings, where qualified providers of diagnostic and treatment services for individuals with communicative disorders are needed.

Course Requirements

Graduate Courses in Speech-Language Pathology

Year One:

Fall Semester (15 credits)

| | |
|---|---|
| COMD 6020 Language Assessment and Intervention for School-age Children and Adolescents | 3 |
| COMD 6100 Advanced Clinical Practicum in Speech-Language Pathology | 3 |
| COMD 6130 Neuropathologies of Speech and Language | 4 |
| COMD 6230 Introduction to Research in Communicative Disorders | 3 |
| COMD 6850 Seminar in Communicative Disorders and Deaf Education | 2 |

Spring Semester (15 credits)

| | |
|---|---|
| COMD 6100 Advanced Clinical Practicum in Speech-Language Pathology | 3 |
| COMD 6120 Adult Disorders of Motor Speech and Swallowing..... | 4 |
| COMD 6140 Pediatric Neurogenic Disorders..... | 3 |
| COMD 6150 Phonological Assessments and Intervention..... | 3 |
| COMD 6850 Seminar in Communicative Disorders and Deaf Education: School/Professional Program | 2 |

Summer Semester (9-12 credits)

| | |
|--|-----|
| COMD 6220 Severe Communication Impairments | 3 |
| COMD 6300 Externship in Speech-Language Pathology | 6-9 |

Year Two:

Fall Semester (14-15 credits)

| | |
|---|-----|
| COMD 6030 Disorders of Fluency—Stuttering..... | 3 |
| COMD 6040 Communication Disorders Related to Orofacial Anomalies | 3 |
| COMD 6200 Internship in Public Schools—Speech-Language Pathology | 4-5 |
| COMD 6810 Disorders of Phonation | 3 |
| COMD 6850 Seminar in Communicative Disorders and Deaf Education..... | 1 |

Spring Semester (15 credits)

| | |
|--|------|
| COMD 6300 Externship in Speech-Language Pathology | 9-12 |
| COMD 6900 Independent Study | 1-9 |
| COMD 6970 Thesis | 1-7 |

Education of the Deaf and Hard of Hearing

Deaf Education—Teacher Preparation Track

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 provided.

The following courses or their equivalent are required for all students seeking the MEd in education of the deaf and hard of hearing:

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|--|-----|
| COMD 2500 Language, Speech, and Hearing Development (F,Sp)..... | 3 |
| COMD 2910 (CI) Sign Language I (Majors) (F,Sp,Su) | 4 |
| COMD 3050 Practicum and Methods in Teaching Children who are Deaf and Hard of Hearing (F,Sp)..... | 1-3 |
| COMD 3080 American Sign Language Practicum (F,Sp)..... | 1 |
| COMD 3910 Sign Language II (F,Sp,Su) | 4 |
| COMD 4630 Teaching Speech to Deaf and Hard of Hearing Children (Sp) | 3 |
| COMD 4750 Teaching the English Language to Individuals who are Deaf and Hard of Hearing (F) | 3 |
| COMD 4760 Early Intervention for Children who are Deaf and Hard of Hearing (F)..... | 3 |
| COMD 4770 Audiology and Teachers of Children who are Deaf and Hard of Hearing (F)..... | 3 |
| COMD 4780 Socio-Cultural Aspects of Deafness (F)..... | 3 |
| COMD 4790 Psychological Principles and Individuals who are Deaf and Hard of Hearing (Sp)..... | 3 |
| COMD 4910 (CI) Sign Language III (F,Sp)..... | 4 |

Department of Communicative Disorders and Deaf Education

| | |
|--|------|
| COMD 4920 Sign Language IV (Sp)..... | 4 |
| COMD 5610 Introduction to Education of the Deaf and Hard of Hearing (F) | 3 |
| COMD 5620 Teaching School Subjects to Students who are Deaf and Hard of Hearing (Sp)..... | 3 |
| COMD 6430 Speech Communication and Hearing Loss (F)..... | 3 |
| COMD 6640 Strategies for Teaching Children who are Deaf and Hard of Hearing (F)..... | 3 |
| COMD 6650 Strategies for Teaching English Language to Children who are Deaf and Hard of Hearing (F)..... | 3 |
| COMD 6700 Practicum in Education of Children who are Deaf and Hard of Hearing (F,Sp,Su) | 1-3 |
| COMD 6800 Student Teaching—Day-School Program (F) | 6-12 |
| COMD 6820 Principles of Intervention for Children who are Deaf and Hard of Hearing (Sp)..... | 3 |
| COMD 6830 Student Teaching—Residential (Sp)..... | 6-12 |
| COMD 6850 Seminar in Communicative Disorders and Deaf Education (F,Sp,Su)..... | 1-3 |

Deaf Education—Early Intervention Track

This early intervention program is for students wishing to work with families having deaf children who are between birth and 3 years of age. Students must have completed the necessary background in Early Childhood and Family, Consumer, and Human Development.

| | |
|--|--------|
| COMD 3910 Sign Language II (F,Sp,Su) | 4 |
| COMD 4910 (CI) Sign Language III (F,Sp)..... | 4 |
| COMD 5610 Introduction to Education of the Deaf and Hard of Hearing (F) | 3 |
| COMD 6630 Teaching Speech to Deaf and Hard of Hearing Children (Sp)..... | 3 |
| COMD 6700 Practicum in Education of Children who are Deaf and Hard of Hearing (F,Sp,Su) | 3 |
| COMD 6760 Early Intervention for Children who are Deaf and Hard of Hearing (F)..... | 3 |
| COMD 6770 Audiology and Teachers of Children who are Deaf and Hard of Hearing (F) (3 cr) or | |
| COMD 7340 Pediatric Audiology (instructor's permission required) (F) (2-3 cr) | 2 or 3 |
| COMD 6780 Socio-Cultural Aspects of Deafness (F)..... | 3 |
| COMD 6960 Master's Project (F,Sp,Su)..... | 4 |
| SPED 5060 Consulting with Parents and Teachers (instructor's permission required) (Sp) | 3 |
| SPED 5710 Young Children with Disabilities: Characteristics and Services (taught online; register through Regional Campuses and Distance Education)..... | 3 |
| SPED 5730 Intervention Strategies for Young Children with Disabilities (instructor's permission required) (F)..... | 3 |

In order to earn the MEd from the Education of the Deaf and Hard of Hearing program, the student must (1) pass a sign language competency examination, (2) complete a creative project, or (3) pass a comprehensive written and oral examination. The candidate must also demonstrate the ability to teach children who are deaf and/or hard of hearing in a variety of settings.

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 or speech-language pathology 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.

Auditory Learning and Spoken Language for Children with Hearing Loss

Program Rationale

Today, with universal newborn hearing screening, early diagnosis, fitting of advanced hearing technology (such as digital hearing aids and cochlear implants), and enrollment in early intervention and preschool programs, children with hearing loss have more opportunities than ever before to use audition to develop spoken language. Rapid progress in these areas has created a critical shortage of appropriately trained professionals who can meet the unique communicative and learning needs of children with permanent hearing loss and their families.

The Department of Communicative Disorders and Deaf Education at Utah State University, recognizing the opportunity to provide in-depth training to graduate students in Audiology, Speech-Language Pathology, and Deaf Education, has developed an innovative training program for these graduate programs. In addition to the standard coursework and requirements for a master's degree (MS) in Speech-Language Pathology or a Doctor of Audiology (AuD) degree, students can take additional courses and complete specialized practica and field-study experiences to develop specific knowledge and skills in the practice of pediatric audiology, auditory-verbal therapy, and auditory-oral education for children with hearing loss, aged birth through six, and their families.

Students who have completed a composite bachelor's degree in Special Education/Early Childhood Education can receive a master's degree in Special Education with an emphasis in auditory learning and spoken language. This specialized training program for educators is a joint effort between the Department of Communicative Disorders and Deaf Education and the Department of Special Education and Rehabilitation.

Sound Beginnings of Cache Valley, a newly established early intervention program and preschool, serves as the primary training site for graduate students and provides a range of practicum placements and experiences, such as audiology diagnostics, auditory-verbal therapy sessions, speech-language therapy, parent-infant intervention, toddler group intervention, and auditory-oral education within the preschool. Further information, can be found at:

<http://www.soundbeginnings.usu.edu/>

The program is built on a strong foundation of interdisciplinary service provision to young children with hearing loss and their families. Therefore, regardless of their major, students enrolled take courses together and are often assigned as teams in practica settings and field study projects. Best practices and guiding principles in family-centered intervention, early childhood education, deaf education, speech-language pathology, and audiology are incorporated throughout the program.

Practicum and Externship Experiences

All students completing the program will be placed at local and in-state facilities, such as Sound Beginnings of Cache Valley and Primary Children's Cochlear Implant Center, as well as at innovative, nationally recognized programs or schools serving children with hearing loss who are acquiring spoken language, such as:

1. Auditory Oral School of New York (Brooklyn, New York)
2. CASTLE Program (University of North Carolina at Chapel Hill)

Department of Communicative Disorders and Deaf Education

3. CREC Soundbridge (Wethersfield, Connecticut)
4. Jean Weingarten Oral Peninsula School for the Deaf (San Francisco, California)
5. Listen and Talk (Seattle, Washington)
6. Tucker-Maxon Oral School for the Deaf (Portland, Oregon)
7. Saticoy Elementary School (Los Angeles, California)
8. Hearts for Hearing Foundation (Oklahoma City, Oklahoma)
9. The Moog Center for Deaf Children (St. Louis, Missouri)

Creating Additional Professional Opportunities

Due to the ongoing changes within the field of deafness and the fact that approximately 95 percent of parents having children with hearing loss are hearing themselves, parents are increasingly seeking spoken language communication options and intervention programs that will allow their young children with hearing loss to learn to listen and talk. By completing an emphasis in Auditory Learning and Spoken Language, students receiving graduate degrees in Speech-Language Pathology or Audiology will be qualified to work in a variety of settings serving young children with hearing loss and their families, including but not limited to:

1. Cochlear Implant Programs and Teams
2. Community Speech-Language-Hearing Centers
3. Family-Centered Intervention Programs
4. Educational Programs for Children with Hearing Loss
5. Home Health Organizations
6. Hospitals
7. Private Practice
8. Public and/or Private Schools
9. State and Federal Agencies

Funding for Students

Through generous funding from private foundations, federal and state grants, and University resources, graduate students accepted into the program are eligible for scholarships that include tuition and a monthly stipend. Students will be asked to sign a "payback agreement" stipulating that after graduation they will work in settings serving children with hearing loss and their families. They will be required to work in the field one year for each year of funding (e.g., two years of funding requires two years of work), and the graduate must begin this commitment within five years of graduation.

Required Courses

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|--|---|
| COMD 6320 Language Learning and Literacy Acquisition in Children with Hearing Loss (Su)..... | 3 |
| COMD 6340 Auditory Learning and Spoken Language for Young Children with Hearing Loss (F,Sp,Su) | 3 |
| COMD 6630 Teaching Speech to Deaf and Hard of Hearing Children (Sp)..... | 3 |
| COMD 6700 Practicum in Education of Children who are Deaf and Hard of Hearing (F,Sp,Su) | 3 |
| COMD 6850 Seminar: Auditory Learning and Spoken Language (F,Sp,Su) | 1 |
| COMD 6900 Independent Study: Family-Centered Practices for Children with Hearing Loss (F,Sp,Su) | 3 |
| COMD 6900 Independent Study: Multiple Disabilities and Hearing Loss in Children (F,Sp,Su) | 3 |
| COMD 6900 Independent Study: Cochlear Implantation (F,Sp,Su)..... | 2 |

| | |
|--|-----|
| COMD 6950 Practicum in Early Intervention: Externship in Auditory Learning and Spoken Language (F,Sp) | 1-6 |
| COMD 7340 Pediatric Audiology (F,Sp,Su)..... | 2 |

Clinical Assignments/Practicum

Students are expected to complete approximately 10 hours of practicum-related experience per week. This estimate will fluctuate slightly based on the number of children enrolled in Sound Beginnings. During Fall Semester 2008, students averaged 6.5 hours of direct contact time, and another two hours each week were used for planning the sessions.

For more information about the Graduate Studies Program in Auditory Learning and Spoken Language, contact Dr. Todd Houston, Director, at todd.houston@usu.edu or at (435) 797-0434.

Communicative Disorders and Deaf Education 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 student 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 graduate 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 age 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.

Department of Communicative Disorders and Deaf Education

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, rehabilitation, and educational 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, Dean, Emma Eccles Jones College of Education and Human Services; language development, language assessment and intervention, language disorders in school-age students, research methodology in communicative disorders, narrative assessment and literature-based language intervention

Lillywhite Endowed Chair and Professor

Ron Gillam, language development, language assessment and intervention, narrative development, memory, phonological representation

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

Jeffrey Bennion, MD, otolaryngologist

James Blotter, MD, otolaryngologist

Jeffrey Keyser, MD, otolaryngologist

Bryan R. Larsen, MD, gastroenterologist

Gordon S. Wood, MD, otolaryngologist

Associate Professors

Kim Corbin-Lewis, diagnosis and management of voice disorders, laryngeal imaging, speech science, 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

Sandi Gillam, language assessment and intervention, evidence-based practice, text comprehension, memory, language difference, phonology

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, hearing conservation, balance studies

Adjunct Associate Professor

Douglas W. Laws, clinical audiology

Assistant Professors

Debbie Golos, bilingual-bicultural deaf education, emergent literacy, ASL development, educational television, children's media

K. Todd Houston, spoken language acquisition in children with hearing loss, habilitation after cochlear implantation, early intervention, speech and hearing sciences, family-centered practices, adult aural rehabilitation

Jeffery Larsen, classroom acoustics, speech perception

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

Karen Muñoz, pediatric audiology, amplification, clinical audiology

Lauri Nelson, early childhood spoken language, academic achievement in young children with cochlear implants and hearing aids

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

Julie Wolter, school-age language, literacy

Clinical Assistant Professors

Cache Pitt, cochlear implants, pediatric audiology, clinical supervision

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

Clinical Instructors

Jill R. Andrus, assistive technology, augmentative communication, child articulation and language disorders, clinical supervision

Natalie Austin, early intervention in deaf education

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

Dee R. Child, distance education, disorders of phonation

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

Kathryn S. Gantz, speech-language pathology

Heather Jo Jensen, clinical supervision, amplification, medical audiology

Jan Kelley-King, American Sign Language, deaf education

Amy Porter, clinical supervision, pediatric/adult diagnostics and amplification, balance assessment

Lecturer

Curt Radford, American sign language, bilingual/bicultural education, teacher preparation

Course Descriptions

Communicative Disorders and Deaf Education (COMD), [click here](#)