

## COMMUNICATION SCIENCES AND DISORDERS

### THE FACULTY

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### THE UNDERGRADUATE PROGRAM

#### THE MAJOR

Learning outcomes for this program may be found at [www.redlands.edu/BA-CDIS/learning-outcomes](http://www.redlands.edu/BA-CDIS/learning-outcomes).

A minimum of four semesters are required to complete the 39-40 credit Communication Sciences and Disorders major.

#### BACHELOR OF ARTS

10 courses/ 39-40 credits

- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 205 Audiology and Hearing Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)
- CDIS 208 Statistical Methods (4) or any college-level Statistics course (3-4)
- CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4)
- CDIS 309 Phonetics and Phonology (4)
- CDIS 410 Special Topics: Research Literacy in Communication Sciences and Disorders (4)

#### CAPSTONE

One course:

- CDIS 411 Assessment and Intervention in Communication Sciences and Disorders (4)
- CDIS 413 Communication Sciences and Disorders Capstone (4)

Note: CDIS 100 is a prerequisite for all undergraduate courses in the department (with the exception of the elective, CDIS 260 May Term travel), or for transfer students, CDIS 100 may be taken concurrently with CDIS 204, CDIS 205, and CDIS 206.

#### ASHA REQUIREMENTS

For students planning to pursue a graduate degree in Speech-Language Pathology or Audiology, the American Speech-Language-Hearing Association (ASHA) requires all students to adhere to their standards for certification (see [asha.org](http://asha.org)). The following courses must be completed prior to beginning

the graduate degree program is completed, and, at some institutions, must be completed prior to acceptance into a program:

- A college-level statistics course
- A college-level biology course
- A college-level social science course (e.g., a psychology, sociology, anthropology, etc.)
- A college-level physical science course (e.g., chemistry, astronomy, physics)

#### OTHER RELEVANT COURSEWORK:

- BIOL 104 Introduction to Neuroscience (4)
- EDUG 310 Introduction Second Language Acquisition (3)
- EDUG 331 Child Development (3)
- ENGL 142 Introduction to Language and Linguistics (4)
- MATH 111 Elementary Statistics with Applications (4)
- PHIL 215 Bioethics: Doctors and Patients (4)
- PHIL 216 Bioethics: Technology and Justice (4)
- PHYS 107 Sound Physics (4)
- PSYC 100 Introduction to Psychology (4)
- PSYC 220 Abnormal Child Psychology (4)
- PSYC 250 Statistical Methods (4)
- PSYC 252 Culture and Human Behavior (4)
- PSYC 335 Developmental Psychology (4)
- PSYC 343 Educational Psychology (4)

#### TRANSFER STUDENTS

Transfer students who have completed two years of study at another institution can complete the major in Communication Sciences and Disorders in a minimum of four semesters. Individual advising assists in creating the course of study for the semesters in attendance at the University. If any student has not satisfactorily completed a prerequisite course with a grade of 1.7 or higher he/she may not be admitted to a course, which may extend the time to complete the major beyond the four-semester minimum. See the section below for prerequisites and repeated courses.

#### THE MINOR

Students who minor in Communication Sciences and Disorders must complete a minimum of 23 credits including: 6 courses/ 23–24 credits

- CDIS 100 Introduction to Communication Sciences and Disorders (4)
- CDIS 204 Speech and Language Science (4)
- CDIS 206 Anatomy and Physiology of Communication (4)
- CDIS 307 Language Development (4)
- CDIS 308 Language Disorders (4) or CDIS 309 Phonetics and Phonology (4)
- One additional course in Communication Sciences and Disorders, which may include CDIS 260 (3)

#### STUDY ABROAD

The department strongly encourages students to take advantage of the opportunity to live and study abroad. Accordingly, required courses have been scheduled to allow students to complete the major and spend a semester off campus. Students should carefully plan out their program of study in advance with their advisors. University of Canterbury offers communication sciences and disorders courses, but these should be planned with academic advisors, as well.

## DEPARTMENTAL HONORS

A departmental honors program is available and encouraged for exceptionally able and motivated students. Admission to the program may come by departmental invitation, or, should students initiate their own applications, by an affirmative vote of the Communication Sciences and Disorders Faculty. Interested students should consult with their advisor in the Fall of their junior year for information about the application procedure and requirements.

## UNDERGRADUATE COURSE DESCRIPTIONS (CDIS)

### 100 Introduction to Communication Sciences and Disorders.

Fall (4), Spring (4).

The typical processes of communication and a survey of the disorders that affect communication across the lifespan. The basics of observation, evaluation, treatment, research and other applications. Guest faculty lecturers in their areas of expertise support course lectures.

### 101 Clinical Case Studies in Communicative Disorders.

Fall (2), Spring (2).

The introductory study of the clinical process. Covers frameworks of observation, intervention approaches, and clinical documentation. The course will be taught through clinical case studies.

Prerequisite: CDIS 100.

Offer as needed.

### 204 Speech and Language Science.

Fall (4), Spring (4).

An introduction to the science of speech and language. Research and laboratory techniques are used to review the acoustic characteristics of speech, how speech sounds are formed, and how those sounds are perceived in language comprehension. The principles of language description and analysis are reviewed to provide a foundation for understanding typical and atypical language. Students also practice speech and language transcription and analysis through a laboratory experience.

Prerequisite: CDIS 100, sophomore status, or by permission; or graduate status.

### 205 Audiology and Hearing Science.

Fall (4), Spring (4).

An introduction to the anatomy and physiology of the human hearing mechanism, the acoustics of sound, methods of testing the hearing of children and adults, and common auditory pathologies, hearing aids, and cochlear implants. Meets state audiometrist requirements.

Prerequisite: CDIS 100, sophomore status, or by permission; or graduate status.

### 206 Anatomy and Physiology of Communication.

Fall (4), Spring (4).

Functional anatomy and physiology of speech, swallow, and language mechanisms. Emphasis on how an understanding of head and neck physiology/anatomy impacts clinical diagnosis and management of communication and swallowing disorders.

Prerequisite: CDIS 100, sophomore status or by permission, or graduate status.

208 Statistical Methods.

Fall (4), Spring (4).

This course will provide the foundation needed to understand concepts of an evidenced-based approach to clinical practice. Descriptive and inferential statistics will be covered, as well as hypothesis testing.

Prerequisite: sophomore standing.

260 Travel/Service Learning in Latin America Focus on Language, Culture and Education.

May Term (3).

This travel course uses experiential learning, self-reflection, reading, writing, and discussion to provide students with a foundation for understanding cross-cultural differences in language and education.

Students work with children in community-based educational programs, focusing on language-development issues (e.g., bilingualism, literacy, and the broad impact of difficulties with language on education). Open to non-majors. Previous coursework in Spanish is strongly recommended.

Offered as needed.

307 Language Development.

Fall (4), Spring (4).

An introduction to the scientific study of language development in children from birth to early adulthood. Covers the phonological/perceptual, lexical, semantic, morphosyntactic, and pragmatic/social aspects of oral language development, and the early stages of written language development. Emphasis on theories of language acquisition, learning and sources of variation across children.

Prerequisites: CDIS 100, CDIS 204, junior status, statistics course.

May not be taken concurrently with CDIS 308.

308 Language Disorders.

Fall (4), Spring (4).

Examines language disorders in children and adults, focusing on specific developmental and acquired disorders.

Prerequisites: CDIS 100, CDIS 307, junior status, or instructor permission.

May not be taken concurrently with CDIS 307.

309 Phonetics and Phonology.

Fall (4), Spring (4).

An overview of articulatory and phonological features of the American-English sound system and practice in phonetic transcription. Models of phonological theory and phonological development are reviewed as they apply to both typical and atypical speech and language development. Students learn the characteristics of speech sound disorders, speech analysis skills, and principles of intervention.

Prerequisites: CDIS 100, CDIS 206, junior status, or by permission; or graduate status.

410 Special Topics: Research Literacy in Communication Sciences and Disorders.

Fall (4), Spring (4).

This course provides students with in-depth study on a specific topic in the field of communication sciences and disorders (e.g., Neuroanatomy). Course topics vary by semester.

Prerequisites: CDIS 100, CDIS 307, senior status, statistics; or instructor permission.

#### 411 Assessment and Intervention in Communication Sciences and Disorders.

Fall (4), Spring (4).

Introduces the undergraduate student to clinical management in the Truesdail Center, familiarizing the student with principles of assessment and intervention for communication disorders in children and adults. Clinical case study investigation makes up a significant portion of the course. Students will complete an assistant clinician assignment in the Truesdail Center, which requires a commitment of two additional hours per week outside of class meetings. Will include written demonstrations of knowledge. A student's grade point average in the CDIS major determines eligibility for the assistant clinician option. Prerequisites: CDIS 307, CDIS 308 OR CDIS 309, majors with senior status, minimum 3.0 cumulative GPA or within the major, or instructor permission.

#### 413 Communication Sciences and Disorders Capstone.

Fall (4), Spring (4).

A selective clinical or research experience, together with a common classroom exploration, culminating in completion of the communicative disorders major. Will include oral and written demonstrations of knowledge, application of scientific theory, and reflection and integration of liberal arts and communicative disorders knowledge and skills.

Prerequisite: CDIS 307 and majors with senior status, or instructor permission.

#### 464 Seminar in Communicative Disorders.

Fall (4), Spring (4).

Intensive study in one of the areas of communicative disorders and review of current literature. Current lists of seminar topics may be obtained through the department.

Offered as needed.

### THE GRADUATE PROGRAM

#### ADMISSION

Application for the M.S. in Speech-Language Pathology, is through the Communication Sciences and Disorders Centralized Application System (CSDCAS) application service. The application deadline for fall admission is February 1.

#### VISIT

Prospective graduate students are encouraged to visit the department by attendance at scheduled information sessions.

#### GRADUATE ASSISTANTSHIPS

The Department of Communication Disorders makes available scholarships for tuition remission each semester. They are awarded on the basis of clinical and academic qualifications. Students also are encouraged to contact Student Financial Services to determine their qualifications for low-interest loan programs sponsored by the University.

The department appoints graduate students to training assignments each semester. While these positions are not related to financial aid, they provide students with experience and training in extracurricular aspects of the field and are an integral part of the programs of involved students. Clinical assignments are awarded for work in clinical teaching with undergraduate students and for clinical work in specialty clinics. Teaching assignments are offered for assistance with special projects associated with undergraduate or graduate coursework.

## UNDERGRADUATE LEVELING COURSES

Students entering the program with an undergraduate degree not in Communication Sciences and Disorders or speech-language pathology will spend the first semester of their graduate studies taking the following courses: CDIS 204, CDIS 205, CDIS 206, CDIS 307, and CDIS 309.

Students must show evidence of a bachelor's degree or equivalent from an accredited institution and a minimum GPA of 3.0. Other admission criteria include the essay, letters of recommendation, Graduate Record Examinations (GRE) test scores, and relevant work and life experience.

## MASTER OF SCIENCE

Students will work closely with their advisors to follow a program of academic study and a clinical practicum to satisfy the requirements for professional certification.

## ACADEMIC REQUIREMENTS

A total of 60 graduate credits and satisfactory completion of the comprehensive evaluation are required. A maximum of 6 transfer credits of graduate study may be applied to the degree with the recommendation of the academic advisor. This limit applies to credits earned at other institutions as well as to those earned in other departments at the University of Redlands. Students are expected to have completed the following undergraduate courses or their equivalents prior to graduate study: CDIS 204, CDIS 205, CDIS 206, CDIS 307, and CDIS 309. Descriptions of these courses are listed in the preceding undergraduate section.

## THE FOLLOWING COURSES ARE REQUIRED FOR THE M.S. DEGREE: 15 COURSES/ 60 CREDITS

- CDIS 615 Neuropathologies of Speech, Language, and Cognition (3)
- CDIS 616 Neuropathologies of Swallowing (3)
- CDIS 620 Seminar in CDIS: Language Pathology (3)
- CDIS 623 Assessment of Language Disorders in Children (3)
- CDIS 626 Seminar in Articulation and Phonology (3)
- CDIS 627 Issues in Cultural and Linguistic Diversity (3) OR CDIS 619 Development and Disorders in Monolingual and Bilingual Spanish Speakers (3)
- CDIS 629 Disorders of Fluency (3)
- CDIS 631 Disorders of Voice (3)
- CDIS 634 Theory & Practice in Clinical Evaluation: Speech Language Pathology (3) OR CDIS 622 Language and Cognitive Development: Typical and Atypical Variation (3)
- CDIS 647 Professional Methods (3)
- CDIS 652 Research and Experimental Design (3)
- CDIS 655 Advanced Aural Rehabilitation (3)
- CDIS 664 Seminars in CDIS
- CDIS 683 Health Based Externship (3)
- CDIS 685 Public School Externship (3)

## SPECIALTY CLINICS: ENROLLMENT IN SIX CLINICS (2 CREDITS EACH) REQUIRED:

- CDIS 640 Adult Neurogenic Clinic (2)
- CDIS 641 Childhood Speech Sound Disorders Clinic (2)
- CDIS 642 Autism Spectrum Disorders Clinic (2)
- CDIS 643 School-Age Language Clinic (2)
- CDIS 644 Early Language Clinic (2)

- CDIS 645 Fluency Disorders Clinic (2)
- CDIS 646 Dysphagia/Voice Disorders Clinic (2)
- CDIS 648 Aural Rehabilitation Clinic (2)
- CDIS 649 Child Speech and Language Clinic (2)
- CDIS 650 Alternative Clinical Experience & Interprofessional Practicum (2)

#### ACADEMIC STANDARDS

Regular Graduate Standing is a prerequisite for acceptance to candidacy for a master's degree and is granted by the faculty of the program for which application is made.

The basic requirements for Regular Graduate Standing in Communication Sciences and Disorders are as follows:

1. Graduation from an accredited college or university;
2. A minimum cumulative undergraduate GPA of 3.00 on a 4.0 scale;
3. Maintenance of satisfactory academic and clinical standing. See Satisfactory Academic Standing below.

#### SATISFACTORY ACADEMIC STANDING

A minimum GPA of 3.0 (based on a 4.0 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative grade point average is below a 3.0 at the end of any semester will be placed on probation and allowed one semester to restore the cumulative grade point average to 3.0. Any student who fails to restore his or her cumulative grade point average to a 3.0 at the end of the probationary period may be disqualified. Disqualification may also occur if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot apply toward a graduate degree.

#### CLINICAL REQUIREMENTS

Graduate study in Communication Sciences and Disorders requires a significant commitment of time to clinical practicum. Students are expected to be available approximately 10 hours each week for practicum in the Truesdail Center for Communication Disorders; this is in addition to the clinical work associated with certain courses. Students must make hours available to complete the practicum required for CDIS 622, CDIS 634, CDIS 640, CDIS 641, CDIS 642, CDIS 643, CDIS 644, CDIS 645, CDIS 646, CDIS 648, CDIS 649, CDIS 650, CDIS 683, and CDIS 685.

A minimum of 400 hours of supervised clinical observation and clinical practicum are required for the state license and the ASHA certificate of clinical competence. The following qualifications apply:

1. Clinical Observation: 25 clock hours prior to beginning initial clinical practicum;
2. Clinical Practicum: 375 clock hours total with direct client/patient contact, 325 clock hours earned at the graduate level, 50 clock hours in each of three types of clinical settings;
3. Students will be given a variety of practicum experiences across disorders and lifespan, as required by certifying agencies.

#### REMEDIATION PLAN

Students who are identified by faculty as having difficulty meeting the standards of professionalism or competence in skills receive a plan of remediation to be monitored for one semester. The remediation

plan is terminated when the competency skill is met. Termination from the graduate program may be recommended if objectives of the remediation plan are not met.

#### SPECIALTY CERTIFICATE IN BILINGUAL SPEECH- LANGUAGE PATHOLOGY: SPANISH LANGUAGE FOCUS

The University of Redlands Department of Communication Sciences and Disorders offers a "Specialty Certificate in Bilingual Speech-Language Pathology: Spanish Language Focus." This certificate is designed for students with high levels of proficiency in Spanish, who wish to pursue work as a bilingual speech-language pathologists. Students complete specialty coursework and clinical practice within the regular MS program.

#### COMPREHENSIVE EVALUATION

Successful completion of a departmental Comprehensive Evaluation is required of all candidates for the master's degree in the final semester of their program. The Comprehensive Evaluation takes the form of an evidence-based oral presentation of a case study. Further information is available from the department.

#### PRAXIS EXAM VERIFICATION

To complete a degree, students must take the ASHA exam in the Praxis Series, ideally within the semester the degree is to be completed.

#### SPEECH LANGUAGE PATHOLOGY SERVICES CREDENTIAL

To be employed as a speech-language specialist in the public schools in California, one must hold this credential. The minimum requirements are:

1. A master's degree;
2. Successful completion of the California Basic Educational Skills Test (CBEST) and Praxis;
3. Recommendation from the Department. Competency in all coursework required for the master's degree must be demonstrated by successful completion of courses.

#### GRADUATE STUDY COURSE DESCRIPTIONS (CDIS)

##### 615 Neuropathologies of Speech, Language, and Cognition.

Fall (3).

Discusses the neuroanatomic and neurophysiologic basis of the most common type of communicative disorders secondary to nervous system disease. The clinical, historical, psychometric, and laboratory findings to establish the differential diagnosis among disorders of cognition, language, and speech will be emphasized, as well as basic treatment and management approaches for those seen in the acute medical setting.

##### 616 Neuropathologies of Swallowing.

Spring (3).

The course will begin with the clinical and instrumental findings seen in normal and abnormal swallowing. Common disorders of swallowing and their treatments will be emphasized, as well as the clinical and instrumental evaluations for swallowing disorders. The use of feeding tubes and their ethical implications will be reviewed.

Prerequisite: CDIS 615 or by permission.

619 Development and Disorders in Monolingual and Bilingual Spanish Speakers.

Fall (3).

Addresses issues in bilingual development and processing; language disorders in Spanish-speaking children and adults; language assessment and intervention practices with bilingual children; and bilingual education. Prepares students to analyze error patterns in phonology, lexical semantics, morphosyntax, and pragmatics in monolingual and bilingual Spanish speakers.

Prerequisite: Satisfactory completion of at least two semesters of college-level Spanish or permission of the instructor.

620 Language and Cognitive Development: Typical and Atypical Variation.

Fall (3), Spring (3).

A scientific examination of sources of variation in language from birth to 22 years, and their impact on literacy and academic achievement. Topics include information processing and learning; psycholinguistic models; perceptual, cognitive, social, neural, and genetic bases of language development; etiology, prevention, early detection, assessment, and remediation of language disorders.

622 Theory and Practice in Clinical Evaluation: Language and Learning Disorders.

Spring (3).

Advanced problems in formal and informal assessment of language disorders and learning disabilities including practicum, staffing, report writing, and parent conferences. An interdisciplinary approach is taken.

623 Assessment of Language Disorders in Children.

Fall (3).

Survey of tests applied to children with language disorders; analysis of test content, diagnostic patterns, relationship between history, observation, and psychometrics.

624 Educational Considerations for Children with Language and Learning Disabilities.

Spring (3).

Study of language and learning disabilities: their identification, educational principles and procedures, diagnostic patterns, and educational management. Offered as needed.

625 Language, Culture, and Cognition.

Fall (3), Spring (3).

How language and thought interact and are affected by culture. Study of topics across languages, modes of thought, and cultures, such as parent-child interaction, literacy, cognitive development, and narrative.

Prerequisite: CDIS 623 or by permission.

Offered as needed.

626 Seminar in Articulation and Phonology.

Fall (3), Spring (3).

Theories of phonological acquisition and the nature of disordered phonological development. Differential diagnosis and intervention for speech sound disorders in diverse populations.

627 Issues in Cultural and Linguistic Diversity.

Fall (3) or Spring (3).

Designed to help students develop cultural competence in working with individuals from diverse cultural and linguistic groups who have communication disorders. Students examine variations in cultural and linguistic practices and behaviors, discuss the implications of these differences in clinical and educational settings, and learn about non-biased assessment and intervention strategies.

629 Disorders of Fluency.

Fall (3), Spring (3).

Theories, etiologies, assessment, and treatment techniques for disorders of fluency with special emphasis on the behavioral and emotional management of children and adults; practicum at the Truesdail Speech Center is required, including diagnostic evaluation, treatment planning, report writing, and counseling of clients and family members.

631 Disorders of Voice.

Fall (3).

Structure, function, and capabilities of the normal voice; etiologies, assessment strategies, and rehabilitative techniques of the disordered voice; and problems of laryngeal cancer and subsequent voice restoration alternatives.

634 Theory and Practice in Clinical Evaluation: Speech and Language Pathology.

Fall (3), Spring (3).

Advanced problems in formal and informal assessment in speech and language pathology. Weekly practicum experience is required: preplanning, report writing, parent conferencing, home and school visits, and remedial planning. Extensive interaction with related professionals.

Prerequisite: CDIS 623 or by permission.

640 Adult Neurogenic Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the adult neurogenic population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

641 Childhood Speech Sound Disorders Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the child speech sound disorders population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

642 Autism Spectrum Disorders Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the autism spectrum disorders population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

643 School-Aged Language Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the school-aged language population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

644 Early Language Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the early language population. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

645 Fluency Disorders Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for those with fluency disorders. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

646 Dysphagia/Voice Disorders Clinic.

Fall (2), Spring (2).

This course fits a specialty clinic model. Enrollment in this course requires completed or concurrent coursework in neuropathologies of speech, language, and cognition. This course will meet the competency of teaching methodology and intervention of dysphagia and voice disorders.

Prerequisite: CDIS 615. May be repeated.

647 Professional Methodologies and Concerns.

Spring (3).

Role of speech/language pathologist in public education and other professional settings, referral procedures, Individualized Education Program (IEP) writing, state and federal legislation, utilization of assistants, case selection and scheduling, application procedures for credentialing and licensing, and paraprofessional and interprofessional relationships. Taken concurrently with CDIS 685.

648 Aural Rehabilitation Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for the aural rehabilitation population. Concurrent or completed coursework in the area of aural rehabilitation is required. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

649 Child Speech and Language Clinic.

Fall (2), Spring (2).

Clinical practicum with staffing discussion of principles, methods, and management procedures for children who have speech and language disorders. This is a required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Speech Center.

Prerequisite: graduate standing. May be repeated.

650 Alternative Clinical Experience & Interprofessional Practicum.

Fall (2), Spring (2), Summer (2).

Alternative clinical practicum experiences through clinical case study computer based simulations and interprofessional education experience. Graduate students will earn supervised clinical clock hours. Course may be retake 1x to assist in fulfilling graduate clinical practicum requirement, or if identified as necessary in a graduate clinical Remediation Plan.

Corequisites: Graduate enrollment status.

Prerequisites: Completion of 25 clinical observation clock hours.

Offered as needed.

Credit/no credit grade only.

652 Principles of Evidence-Based Practice in Communication Sciences and Disorders.

Fall (3).

Students learn how to use external evidence from scientific sources in clinical decision making. The course covers treatment efficacy designs, external and internal validity, reliability, effect sizes, ethics, and controversies in intervention research. The course also provides a foundation for students who wish to conduct research.

655 Aural Rehabilitation.

Fall (3), Spring (3).

Discussion and study of the intervention and assessment techniques for children and adults with hearing loss to further develop their speech and language abilities, cochlear implants, hearing aids and the efficacy of these technologies in communication, deaf culture, auditory processing disorders, genetics of hearing loss, and review of audiology concepts. Meets state audiometrist certification requirements.

660 Latin America: Focus on Language, Culture, and Education.

May Term (3)

Experiential learning, self-reflection, reading, writing, and discussion are used to foster an understanding of cross-cultural differences in educational approaches and the broad impact of language-learning differences (e.g., bilingualism, language disorders) on educational outcomes. Students work with children in community-based educational programs. Must be a graduate student with advanced Spanish skills.

664 Seminar in Communication Sciences and Disorders.

May Term (3).

Intensive study in one of the areas of communicative disorders. Review of current literature. Current lists of seminars may be obtained through the department.

683 Health Based Externship.

Fall (3), Spring (3), Summer (3).

Externship practicum at off-campus sites. A minimum of four days per week over 10 weeks on-site is required.

Prerequisites: 50 hours of clinical practicum at the Truesdail Speech Center or off-campus site, CDIS 634, CDIS 631, CDIS 615, CDIS 616, and CDIS 664 are strongly recommended.

684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing.

Fall (3), Spring (3), Summer (3).

Advanced externship practicum at off-campus sites. A minimum of two days per week over 10 weeks on-site is required.

Prerequisites: CDIS 683 and departmental approval.

685 Public School Externship.

Spring (3).

Student teaching practicum in public schools. Taken concurrently with CDESS 647.

Prerequisite: 125 hours of clinical practicum or by permission.

Credit/no credit only.