

COMMUNICATION DISORDERS *College of Science, Health & Engineering*

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BA	MS	Certificate

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INTRODUCTION

Professionals practicing in Communication Disorders are concerned with impairments and disabilities of speech, language, cognition-communication, voice and swallowing as well as hearing processes and disorders. A certified speech-language pathologist is qualified to assess as well as plan and implement intervention programs for these disorders. A certified audiologist is qualified to provide diagnostic hearing assessment and rehabilitative services for individuals who are deaf or hard of hearing. Audiologists also work with auditory processing problems and dysfunctions related to balance.

The department has a strong clinical orientation that addresses the medical, developmental and educational issues that impact being a competent speech-language pathologist. The general goal (through the master's degree) is to provide a sound academic background and to complement that instruction with clinical knowledge and experience sufficient to equip the student to provide professional services to individuals across a spectrum of communication disorders in a variety of employment settings. The baccalaureate degree is considered pre-professional. The master's degree is required for licensure at the state and certification at the national level. Upon earning the master's degree employment opportunities may include clinics, hospitals, private practice and community agencies. The majority of the positions, however, are in the public schools. The employment outlook for graduates remains excellent. It should be noted that Communication Disorders is a speech-language pathology program only. To meet the requirements to become an audiologist, the student must earn a doctoral degree in audiology from an accredited program.

The Department of Communication Disorders is located at the Health Sciences Building on the Riverpoint campus in Spokane. Clinical practica are conducted at the University Programs in Communication Disorders (UPCD) Hearing and Speech Clinic on the Riverpoint campus in Spokane and in numerous off-campus sites in the area.

The undergraduate Communication Disorders program is designed to begin in the junior year following completion of the university's general education requirements. Upon earning the bachelor's degree, the student would then apply for graduate study. Individuals earning a bachelor's degree in another field can prepare for graduate training in communication disorders by first completing a post-baccalaureate year of selected junior and senior level courses in the department (see the separate section in this catalog entitled "Pre-Professional Programs"). Supervised clinical practicum is generally reserved for the graduate level, although limited clinical experience may be obtained at the undergraduate level.

Time to Completion of the Program: Most students complete the graduate curriculum in Communication Disorders within five (5) semesters (i.e., fall, spring, summer, fall, spring). Some students may not complete the program within five semesters; these individuals typically have unfinished research and/or clinical practicum requirements that cause them to not complete the program within the typical time frame. Assuming they are accepted for graduate study, students who enter the program as undergraduate majors can reasonably expect to complete their studies within nine (9) semesters (i.e., two years or four semesters of undergraduate study and five semesters of graduate study). If accepted for graduate study, students who enter the program with bachelor's degrees outside the discipline can expect to complete their studies within seven (7) semesters (one year or two semesters of post-baccalaureate study and five semesters of graduate study).

Program Accreditation and Professional Certification Information: The graduate program in speech-language pathology is accredited by the

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Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The current period of accreditation is September 1, 2003 through August 31, 2011. (The new dates anticipated for fall 2011 are September 1, 2011 through August 31, 2019, please check with the department for further information.) Additional information related to accreditation (e.g., complaint procedures, graduate employment rates, national exam pass rates, program completion rates, student assistance plan, etc.) can be found on the department's website, WWW.EWU.EDU/COMMDISORDERS. Completion of the undergraduate curriculum and the Master of Science degree will allow the student to satisfy most of the requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by the American Speech-Language-Hearing Association (ASHA). The student must also pass a national examination and successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF) as prerequisites for earning the CCC-SLP.

UNDERGRADUATE PROGRAMS

Admission Information for High School Students: No specific courses are required. High school students may find it useful to take typing or computer coursework, four years of English and any available speech, behavioral science and natural science courses.

General Admissions Requirements for All Students: A minimum GPA of 2.75 is required for admission to and retention in the undergraduate program. Students wishing to major in communication disorders must meet the minimum GPA requirement, complete a department application form and pay an application fee.

Admissions Information for Pre-Major Students: Freshman and sophomore students must complete their GECRS and courses offered by other departments in support of the major prior to enrollment in the required Communication Disorders courses within the major. This is imperative as the Communication Disorders undergraduate program is on a semester schedule while the rest of the university is on a quarter schedule. Not having all prerequisite courses completed at the time of entry into the Communication Disorders program will require that the student take the deficient courses during a summer term because it is not permissible for students to enroll in quarter-based and semester-based courses within the same academic term. In general preparation for the major, students should emphasize coursework in the biological or physical sciences and mathematics and coursework in the behavioral or social sciences. Elective courses in education, human development, linguistics, English, reading and early childhood education are also very applicable to a major in Communication Disorders.

Admissions Information for Transfer Students: Transfer students should satisfy the GECRS and consult with Communication Disorders faculty to plan their program. EWU participates in transfer agreements with community colleges in Washington State and select Idaho and Montana community colleges. Graduates of these colleges who complete a direct-transfer associate degree are admitted to Eastern with junior standing and will have satisfied Eastern's lower division general education requirements.

Foreign Language Requirement for Communication Disorders: A foreign language is required by Eastern Washington University for a Bachelor of Arts (BA) degree. To fulfill this requirement, two years of a single foreign language in high school or one year of a single foreign language at the college level is required. American Sign Language (ASL 376, 377 and 378) is an excellent foreign language option for an individual majoring in Communication Disorders. It should be noted that ASL courses are taught on a quarter academic schedule so these courses should be taken prior to declaring Communication Disorders as a major.

Policy Regarding Student Progress within the Major: In addition to maintaining an overall cumulative grade point average of 2.75 to be retained in the program and to graduate with the BA degree, the student must earn a grade of 1.7 or better in each of the courses within the major. Earning a grade that is less than 1.7 for any given course will require that the student repeat the course. If the course is a prerequisite for a higher-level course, the student will not be allowed to enroll in the higher-level

course until a grade of 1.7 or better has been earned in the prerequisite course. Additionally, ASHA requires that the program regularly assess each student's progress toward meeting knowledge and skills outcomes (KASA). Each course in the major has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program's Student Assistance Plan can be found on the department's website, WWW.EWU.EDU/COMMDISORDERS.

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.

BACHELOR OF ARTS (BA)

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- know the processes for assessment and intervention of disorders of hearing, speech, language and swallowing;
- know the causes, characteristics and consequences of the disorders of hearing, speech, language and swallowing;
- understand the content and sequence of the development of speech and language;
- know the anatomical, physiological and psychological properties involved in the normal communication processes of hearing, speech, language and swallowing;
- demonstrate knowledge of the physics of sound and the measurement of its dimensions, and be able to apply basic principles of acoustics to human hearing and speech;
- gain an appreciation and insight into the communication disorders profession by participating in service learning opportunities.

COMMUNICATION DISORDERS MAJOR (88-94 QUARTER CREDITS)

Note: two years of a single high school foreign language or one year of a single college level foreign language is required. Courses below are listed in both semester and quarter credits. Semester credits have an "s" after them, while quarter credits have a "q" after them.

Required Courses

- COMD 201 Disability and Communication Diversity (3s; 4.5q)
- COMD 301 Introduction to Speech-Language Pathology and Audiology (3s; 4.5q)
- COMD 304 Phonetics (3s; 4.5 q)
- COMD 320 Speech and Hearing Sciences (3s; 4.5q)
- COMD 321 Anatomy and Physiology of Speech Production (3s; 4.5q)
- COMD 322 Neuroanatomy (3s; 4.5q)
- COMD 331 Language Development (3s; 4.5q)
- COMD 371 Hearing and Hearing Disorders (3s; 4.5q)
- COMD 372 Audiometry (3s; 4.5q)
- COMD 405 Speech-Language Pathology and Audiology in the Schools (3s; 4.5q)
- COMD 441 Assessment of Speech and Language (3s; 4.5q)
- COMD 450 Language and Literacy (3s; 4.5q)
- COMD 451 Neurogenic Communication Disorders (3s; 4.5q)
- COMD 457 Language Impairment (3s; 4.5q)
- COMD 458 Speech Sound Disorders (3s; 4.5q)
- COMD 461 Clinical Apprenticeship (2s; 3.0q)
- COMD 473 Aural Rehabilitation (3s; 4.5q)
- COMD 490 Capstone: Professional Issues in Communication Disorders (3s; 4.5q)

Rotating Required Course

- The student must take at least one of the following courses:
- COMD 442 Intervention for Speech and Language Disorders (3s; 4.5q)
 - COMD 455 Voice and Resonance Disorders (3s; 4.5q)
 - COMD 456 Fluency Disorders (3s; 4.5q)
 - COMD 498 Departmental Seminar (1-3s; 1.5-4.5q)

Required Supporting Courses

Students majoring in Communication Disorders must take a Public Speaking course (four-five quarter credits) and a Research Methods or Statistics course (three-five quarter credits). These courses should be taken prior to entering the Communication Disorders major.

Required course credits	79.5 qtr. credits (53 sem. credits)
Required rotating course credits	1.5-4.5 qtr. credits (1-3 sem. credits)
Required supporting course credits	7-10 qtr. credits (4.7-6.7 sem. credits)
Minimum total credits for above major	88 qtr. credits (58.7 sem. credits)

Note: It should be noted that because Communication Disorders is the only semester-based program within the university, courses will be offered on a semester schedule but quarter credits will continue to be listed on the student's official academic transcript.

GRADUATE PROGRAM

MASTER OF SCIENCE

Roberta Jackson, Graduate Program Advisor	310 N. Riverpoint Blvd., Box V, Spokane, WA 99202	509.828.1326
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- be intelligent consumers of research in the discipline of communication disorders;
- use the products of technology in both scholarship and clinical applications;
- write and speak clearly and effectively;
- understand and be able to evaluate and utilize new information in the discipline of communication disorders;
- know and be able to discuss and evaluate the principles, processes and procedures for the prevention, identification, evaluation, intervention and management of communication disorders;
- know and adhere to the Code of Ethics of the American Speech-Language-Hearing Association.

The Master of Science degree is designed to equip the student with the academic and clinical skills required to function as a competent professional in the field of communication disorders. The master's graduate is qualified to provide clinical services to a wide range of communication disordered children and adults in a variety of professional settings. Upon completion of the graduate program, the student will have met all requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) with the exception of the Speech-Language Pathology Clinical Fellowship (SLPCF). The student must also pass a national examination in speech-language pathology; most students take and pass the exam prior to earning the master's degree.

The graduate curriculum includes exposure to science and research areas as well as to clinical disorders and related practice. The graduate curriculum is part of a cooperative program between Eastern Washington University and Washington State University–Spokane, and is known as the University Programs in Communication Disorders (UPCD). The UPCD is housed in the Health Sciences Building on the Riverpoint campus in Spokane. The undergraduate and graduate curricula are administered on a semester academic schedule in alignment with the academic schedule of Washington State University.

Admission Requirements/Preparation

Admission to the master's program includes the requirements of the graduate school as well as the GRE general and writing tests, letters of recommendation, a statement from the applicant outlining professional interests and intent and an application fee. All application materials must be received by February 1 prior to the fall academic term of enrollment. Students entering the program must have completed an undergraduate major in communication disorders. Students with an undergraduate major in any other field must complete a post-baccalaureate year of required communication disorders courses prior to applying to the graduate program (see the separate section of this catalog entitled "Pre-Professional Programs").

Course selections made by the student and a departmental faculty advisor can be individually tailored to the student's professional goals. Course selection is guided by the knowledge and skills outcomes of the certification standards for the CCC-SLP as set forth by the American Speech-Language-Hearing Association (ASHA).

According to current ASHA certification standards, it is expected that candidates for the master's degree will have accumulated a minimum of 400 clock hours of clinical practicum with 25 hours spent in observation and 375 hours spent in direct client/patient contact. At least 325 of the 400 hours must be completed at the graduate level. This is accomplished by completing clinical practicum experiences (COMD 561, 562, and/or 563) and taking one required semester of COMD 697 *Clinical Field Experience*. Completion of the Master's degree and clinical experience qualifies the student for Washington state licensure in Speech-Language Pathology and makes that individual eligible for the CCC-SLP upon completion of the SLPCF and upon passing the national examination (referred to as the PRAXIS exam).

Students who intend to be employed in the public schools of this state

must meet Washington state educational certification requirements, which include three (3) semester credits (or four quarter credits) of coursework and a Clinical Field Experience in the schools (see the section within this program description entitled "Certificate").

Research Requirement and Its Defense

A research project of some type (i.e., either thesis or non-thesis) must be completed by all graduate students. The selection of research option is accomplished during the first semester of graduate study in COMD 520 Research Methods. Selection of a research advisor also takes place while the student is enrolled in this course. Only those students who show excellent aptitude in research and scientific writing are given the thesis option. A thesis is intended to be an empirical study that is formal and rigorous. The non-thesis option includes any type of research (e.g., case study, empirical study, survey, etc.) deemed appropriate by the student's research advisor. The first semester of study is used to develop a research idea. During the second semester of study, the student and research advisor further refine the research idea and submit the proper paperwork to the Institutional Review Board. The second year of study is used to complete and defend the research project.

Two faculty members from the combined UPCD faculty form the student's research committee (the chair of the committee is the student's research advisor). The research advisor may be either a WSU or an EWU faculty member who holds graduate faculty status. If the research advisor is a WSU faculty member, the second committee member must be an EWU faculty member. If the research advisor is an EWU faculty member, the second committee member may be either a WSU or EWU faculty member. For the student's defense of his or her research, a graduate council representative is assigned by the Office of Graduate Studies as a third committee member.

Toward the end of their graduate program, students orally defend their research project in the presence of their committee members and other interested parties. Students who complete a thesis will make a formal presentation in front of an audience and will entertain questions from their committee members and other interested parties. Students who complete a non-thesis project will develop a poster that will be put on display. Students will stand by their posters and entertain questions from their committee members and other interested parties. The research defense will take place during a designated Research Day that will typically take place during the latter half of the spring semester each year. In some instances, two or more Research Days may be designated; the student will only have to defend his or her research at one of these scheduled Research Days.

At the defense, the student's research committee makes a decision as to whether or not the research project is successfully completed. If the research project is judged as not being successfully completed, the committee indicates what additional work must be accomplished and whether another defense will be necessary. If the research project is judged to be completed and satisfactorily defended, a grade is assigned to the thesis or non-thesis research project. Decisions regarding the research defense are independent from decisions concerning the passing or failing of the oral comprehensive examination (see the section immediately below).

Oral Comprehensive Examination

Students who complete a thesis as their research requirement are not required to complete the oral comprehensive examination. For students completing non-thesis research projects, the two UPCD faculty members who comprise the student's research committee also serve as the examining committee for the oral comprehensive examination. If the student's research chair is an EWU faculty member, this person also serves as the chair for the oral comprehensive examination. If the research chair is a WSU faculty member, the student requests that the EWU research committee member chair the oral comprehensive examination. The WSU faculty member then becomes the second member of the oral comprehensive examination committee. These two members of the student's examining committee are responsible for conducting the oral comprehensive examination which is typically scheduled during the latter weeks of the fall and spring semesters. The oral comprehensive examination is scheduled for one hour. The student is expected to create a PowerPoint presentation of an interesting clinical case they had at some point during his or her graduate studies

and present it to the committee. A period of questions and answers then follows the PowerPoint presentation. It is expected that questioning will require thinking at the analysis, synthesis and evaluation levels. The format of the questioning is determined by the oral comprehensive examination committee chair. After questioning, the examining committee decides whether or not the student has demonstrated the ability to converse in his/her discipline to the satisfaction of the committee. If the student fails, a re-examination is required and is scheduled for a later date at the discretion of the committee and the student, in compliance with Graduate Affairs Council policy.

Re-defense of the research project is not a part of the oral comprehensive re-examination and vice versa. That is, decisions regarding the oral comprehensive examination are independent of decisions regarding the defense of the thesis or non-thesis research project. A student can conceivably pass both the research defense and oral comprehensive examination, fail both, or pass one and fail the other. In order to earn the Master's degree, the student must ultimately pass both the research defense and oral comprehensive examination.

Policy Regarding Student Progress

In addition to maintaining an overall cumulative grade point average of 3.00 to be retained in the program and to graduate with the MS degree, the student must earn a grade of 2.7 or better in each of the graduate courses taken (exclusive of practicum courses). Earning a grade that is less than 2.7 for any given course will require that the student repeat the course. If the course is a prerequisite for a higher-level course, the student will not be allowed to enroll in the higher-level course until a grade of 2.7 or better has been earned in the prerequisite course. Additionally, ASHA requires that the program regularly assess each student's progress toward meeting knowledge and skills outcomes (KASA). Each graduate course has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program's Student Assistance Plan can be found on the department's website, [WWW.EWU.EDU/COMMDISORDERS](http://www.ewu.edu/COMMDISORDERS).

Course Requirements and Credit Hours/Non-Thesis Option

Required Core—credits are listed as semester(s) and quarter(q)

- COMD 520 Research Methods (3s; 4.5q)
- COMD 538 Phonological Acquisition and Behavior (3s; 4.5q)
- COMD 542 Infant and Toddler Communication and Language (3s; 4.5q)
- COMD 543 School-age and Adolescent Language (3s; 4.5q)
- COMD 547 Augmentative Communication (3s; 4.5q)
- COMD 552 Neuropathologies of Language (3s; 4.5q)
- COMD 554 Motor Speech Disorders (3s; 4.5q)
- COMD 555 Bilingual and Cultural Issues (2s; 3.0q)
- COMD 559 Dysphagia (3s; 4.5q)
- COMD 568 Advanced Assessment: Principles and Procedures (2s; 3.0q)
- COMD 601 Research Project (minimum 4s; 6.0q)

Electives

To be determined in consultation with the graduate advisor. All 500-level courses may serve as electives. A minimum of six semester (nine quarter) credits must be from courses within the department.

Practicum

A. COMD 561 <i>Clinical Practicum</i> minimum 2s; 3q credits maximum 8s; 12q credits	B. COMD 562 <i>Advanced Clinical Practicum</i> minimum 4s; 6q credits maximum 16s; 24q credits	C. COMD 697 <i>Clinical Field Experience</i> minimum 8s; 12q credits maximum 16s; 24q credits
Typically, students will be expected to enroll for at least two (2) credits of practicum per semester.		Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

Non-Thesis Option

Required core credits	32 sem; 48 qtr. credits
Minimum elective credits	6 sem; 9 qtr. credits
Minimum practicum credits	14 sem; 21 qtr. credits
Minimum credits for non-thesis option	52 sem; 78 qtr. credits

Course Requirements and Credit Hours/Thesis Option

Required Core—credits are listed as semester(s) and quarter(q)

- COMD 520 Research Methods (3s; 4.5q)
- COMD 538 Phonological Acquisition and Behavior (3s; 4.5q)
- COMD 542 Infant and Toddler Communication and Language (3s; 4.5q)
- COMD 543 School-age and Adolescent Language (3s; 4.5q)
- COMD 547 Augmentative Communication (3s; 4.5q)

- COMD 552 Neuropathologies of Language (3s; 4.5q)
- COMD 554 Motor Speech Disorders (3s; 4.5q)
- COMD 555 Bilingual and Cultural Issues (2s; 3.0q)
- COMD 559 Dysphagia (3s; 4.5q)
- COMD 568 Advanced Assessment: Principles and Procedures (2s; 3.0q)
- COMD 600 Thesis (minimum 6s; 9.0q)

Electives

To be determined in consultation with the graduate advisor. All 500-level courses may serve as electives. A minimum of six semester (nine quarter) credits must be from courses within the department.

Practicum:

A. COMD 561 <i>Clinical Practicum</i> minimum 2s; 3q credits maximum 8s; 12q credits	B. COMD 562 <i>Advanced Clinical Practicum</i> minimum 4s; 6q credits maximum 16s; 24q credits	C. COMD 697 <i>Clinical Field Experience</i> minimum 8s; 12q credits maximum 16s; 24q credits
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Typically, students will be expected to enroll for at least two (2) credits of practicum per semester.

Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

Thesis Option

<i>Required core credits</i>	<i>34 sem; 51 qtr. credits</i>
<i>Minimum elective credits</i>	<i>6 sem; 9 qtr. credits</i>
<i>Minimum practicum credits</i>	<i>14 sem; 21 qtr. credits</i>
<i>Minimum credits for thesis option</i>	<i>54 sem; 81 qtr. credits</i>

CERTIFICATE

SPEECH-LANGUAGE PATHOLOGIST CERTIFICATION

Required Courses (COMD 697 typically taken at the graduate level)

- COMD 405 Speech-Language Pathology and Audiology in the Schools (3 s; 4.5 q)
- COMD 461 Clinical Apprenticeship (2 s; 3 q) (take twice for a total of 4 s or 6 q credits)
- COMD 697 Clinical Field Experience (8 s; 12 q)

Total credits for above certification *15 sem; 22.5 qtr. credits*

American Sign Language Courses

Terms offered: fall, winter, spring, summer (FWSU). If no terms are indicated check with the department or EagleNET.

ASL 376 Sign Language I (3 q) FSU
 This introduction to American Sign Language (ASL) includes a brief history of its development, grammatical principles and vocabulary rules. Vocabulary, finger spelling and sentence structure are developed.

ASL 377 Sign Language II (3 q) FW
Prerequisite: ASL 376 or permission of the instructor.
 Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture.

ASL 378 Sign Language III (3 q) WS
Prerequisites: ASL 376, 377 or permission of the instructor.
 Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture.

Communication Disorders Courses

Terms offered: fall, winter, spring, summer (FWSU). If no terms are indicated check with the department or EagleNET.

COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (3 s; 4.5 q)
[satisfies cultural and gender diversity university graduation requirement]

This course fosters an understanding of the meaning of diversity historically, philosophically, psychologically and morally in reference to persons with disabilities and communication differences by incorporating these concepts with one's own values and experiences. Examples include Deaf culture and English as a Second Language (ESL) learners in the United States.

COMD 301 Introduction to Speech-Language Pathology and Audiology (3 s; 4.5 q)
 This course provides an overview of speech, hearing and language development, disorders and remediation for students who may have an interest in this discipline as a career choice.

COMD 304 Phonetics (3 s; 4.5 q)
 This course examines the motor and acoustic aspects of speech production, description and classification of English phonemes and broad transcription using the International Phonetic Alphabet (IPA).

COMD 320 Speech and Hearing Sciences (3 s; 4.5 q)
Prerequisite: completion of Natural Science GECRs or permission of the instructor.
 This course is a study of acoustics and psychoacoustics of speech and hearing.

COMD 321 Anatomy and Physiology of Speech Production (3 s; 4.5 q)
Prerequisite: completion of Natural Science GECRs or permission of the instructor.
 This course is a study of anatomy, physiology and physics as related to speech and voice production.

COMD 322 Neuroanatomy (3 s; 4.5 q)
Prerequisite: COMD 321.
 This course is a study of the normal anatomy and physiology of the nervous system and its role in communication processes.

COMD 331 Language Development (3 s; 4.5 q)
 This course examines the basic principles and sequences of language development; methods of observing, measuring and describing children's acquisition of language.

COMD 371 Hearing and Hearing Disorders (3 s; 4.5 q)
 This course is a study of aural anatomy and physiology, as well as etiology, pathology and treatment of hearing impairment.

COMD 372 Audiometry (3 s; 4.5 q)
Prerequisites: COMD 301 and 371.
 This course is a study of acoustics and psychoacoustics, as well as principles of auditory testing and interpretation of hearing tests.

COMD 405 Speech-Language Pathology and Audiology in the Schools (3 s; 4.5 q)
Prerequisites: permission of the instructor and fulfillment of additional state requirements.
 This course ideally precedes the student teaching experience. Information is provided about the special issues and problems encountered by professional practice in the public school setting.

COMD 441 Assessment of Speech and Language (3 s; 4.5 q)
Prerequisites: completion of all 300-level courses in the major.
 This course addresses the principles and techniques for assessing communication disorders, including formal and informal assessment methods, practical experience in test administration, theoretical and ethical issues, report writing and the relationship of assessment to treatment.

COMD 442 Intervention for Speech and Language Disorders (3 s; 4.5 q)
Prerequisite: senior standing or permission of the instructor.
 This course addresses the development of intervention plans, including intervention strategies and rationale, construction of daily therapy plans, methods for data collection, and interpretation and evaluation of therapy outcomes.

COMD 450 Language and Literacy (3 s; 4.5 q)
Prerequisites: COMD 331.
 Building upon COMD 331, this course examines the relationship between early language development and later development of literacy skills. Issues related to language disorders and concomitant deficiencies in literacy acquisition will be discussed.

COMD 451 Neurogenic Communication Disorders (3 s; 4.5 q)
Prerequisites: COMD 322 and 331 or permission of the instructor.
 This course provides an introduction to the etiology, assessment and intervention of communication disorders associated with neurological disorders.

COMD 455 Voice and Resonance Disorders (3 s; 4.5 q)
Prerequisites: COMD 321.
 This course addresses the anatomy and physiology of the vocal mechanism with an overview of functional, congenital and acquired voice disorders.

COMD 456 Fluency Disorders (3 s; 4.5 q)
Prerequisite: senior standing or permission of the instructor.
 This course provides definitions and descriptions of fluency disorders, discussing their effects on the speaker and listener. It examines various theories of the etiology of stuttering as well as its assessment and treatment in children and adults.

COMD 457 Language Impairment (3 s; 4.5 q)

Prerequisites: COMD 301, 331 or permission of the instructor.

This course addresses the measurement as well as analysis of developing language as well as etiology, assessment and intervention for developmental language disorders.

COMD 458 Speech Sound Disorders (3 s; 4.5 q)

Prerequisites: COMD 301 and 304 or permission of the instructor.

This course describes normal phonological and articulatory development as well as the etiology, assessment and intervention of articulation and phonological disorders.

COMD 461 Clinical Apprenticeship (2 s; 3 q)

Prerequisites: senior standing or permission of instructor.

This course offers students the opportunity to observe communication disorder assessment and intervention. The students will be introduced to the basic essential ingredients of good therapy. The skills will be introduced and discussed in a classroom setting and reinforced through guided observation of speech-language and audiological assessment and intervention services within a clinical setting. Limited supervised practicum in the assessment and treatment of individuals with communication disorders may be assigned.

COMD 473 Aural Rehabilitation (3 s; 4.5 q)

Prerequisite: COMD 371 and 372 or permission of the instructor.

This course addresses the objectives, theory and techniques used in managing hearing impairments of individuals.

COMD 490 Senior Capstone: Professional Issues in Communication Disorders (3 s; 4.5 q)

Prerequisites: senior standing or permission of the instructor.

[satisfies senior capstone university graduation requirement]

This course focuses on the integration of the knowledge the student has accumulated in the field of communication disorders and its application to issues affecting both professionals and individuals served. The course will strive to facilitate students' thinking on these issues by requiring the completion of an assignment in which students must integrate their body of knowledge in the profession and apply it to a novel issue or problem.

COMD 497 Workshops, Short Courses, Conferences (2 s; 3 q)

COMD 498 Departmental Seminar (1-3 s; 1.5-4.5 q)

COMD 499 Directed Study (1-3 s; 1.5-4.5 q)

Prerequisite: permission of the instructor, department chair and college dean.

This course is provided to allow the student to study a selected special topic within the discipline of communication disorders on an individual basis and under the direction of a program faculty member.

COMD 520 Research Methods (3 s; 4.5 q)

This course inaugurates the student's research experience in the discipline. It emphasizes the importance of research to a scientific field and acquaints the student with the research literature. By the end of the course, students will have completed the introduction, review of literature and question components of their research proposals.

COMD 538 Phonological Acquisition and Behavior (3 s; 4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course involves advanced study in the theoretical background of the acquisition and development of the phonological system. The relationship between the phonological system and disorders and remediation will also be discussed.

COMD 539 Special Topics (1-3 s; 1.5-4.5 q)

COMD 540 Pediatric Feeding and Swallowing (1 s; 1.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course is a study of normal and atypical swallowing and feeding in infants and children.

COMD 542 Infant and Toddler Communication and Language (3 s; 4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course provides advanced study in communication and language development and disorders in infants and toddlers by focusing on current theory, assessment and remediation.

COMD 543 School-age and Adolescent Language (3 s; 4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course covers the development of language in typically developing and language-impaired school-aged and adolescent students. Various language disorders are discussed with the implications for assessment and intervention.

COMD 547 Augmentative Communication (3 s; 4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course is an in-depth study of the use of augmentative and alternative methods of communication for persons with severe speech and/or language impairments.

COMD 552 Neuropathologies of Language (3 s; 4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course is an advanced study of the language disorders that occur as a result of insult to the brain after birth, particularly after language acquisition. Emphasis is on aphasia and related disorders.

COMD 553 Voice and Resonance Disorders (2 s; 3 q)

Prerequisite: graduate standing or permission of the instructor.

This course provides information regarding the etiology and characteristics of disorders of the laryngeal and resonance systems. Assessment and treatment of loudness, pitch, vocal and resonance problems are presented.

COMD 554 Motor Speech Disorders (3 s; 4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course is an advanced study of motor speech disorders to prepare the student to work as part of a neurological team as an informed contributor to team management of neurologically disordered patients. Particular content includes medical, surgical, educational and communication management.

COMD 555 Bilingual and Cultural Issues (2 s; 3 q)

Prerequisite: graduate standing or permission of the instructor.

This course is designed to provide the student with information concerning the plurality of our society. More specifically, students will gain knowledge about the issues that may face them when working with clients who come from different cultural and/or language backgrounds.

COMD 556 Problems in Stuttering (2 s; 3 q)

Prerequisite: graduate standing or permission of the instructor.

This course is an advanced study of current theories, issues, problems and treatment approaches in the area of stuttering.

COMD 557 Cleft Palate and Other Cranio-facial Abnormalities (2 s; 3 q)

Prerequisite: graduate standing or permission of the instructor.

This course examines the etiology and characteristics of cranio-facial anomalies and their effects on communication. Assessment and treatment of the speech problems associated with these disorders are also discussed.

COMD 559 Dysphagia (3 s; 4.5 q)

Prerequisite: COMD 552, strongly recommended.

This course presents the anatomy and physiology of swallowing as well as the evaluation and treatment of swallowing disorders.

COMD 561 Clinical Practicum (2-6 s; 3-9 q)

This course provides students with practical clinical experience working with children and adults who present with various speech, language, hearing and swallowing disorders. (May be repeated for credit with permission of instructor up to 12 quarter credits.)

COMD 562 Advanced Clinical Practicum (2-6 s; 3-9 q)

Prerequisite: permission from off-campus clinical practicum coordinator.

This course is an extension of clinical skills into off-campus practicum sites. Students will apply theoretical concepts to evaluation, treatment planning and therapy services for communicatively handicapped children and adults in community settings. (May be repeated for credit with permission of instructor up to 24 quarter credits.)

COMD 563 Special Clinical Practicum (1-2 s; 1.5-3 q)

Prerequisite: COMD 697 or permission of the clinical director.

This practicum is designed for post-internship students. It typically involves the assignment of a challenging client and carries an expectation of a high degree of independence in case management. (May be repeated with permission of instructor up to 4 quarter credits.)

COMD 568 Advanced Assessment: Principles and Procedures (2 s; 3 q)

Graded Pass/No credit.

Prerequisite: graduate standing.

This course is designed to facilitate the ability to gather, analyze and synthesize critical case information and make differential diagnoses of communication disorders. It includes independent problem-solving, development of treatment objectives from data and the writing of clinical reports. (May be repeated with permission of instructor up to 4 quarter credits.)

COMD 596 Experimental Course (1-3 s; 1.5-4.5 q)

COMD 597 Workshops (1-3 s; 1.5-4.5 q)

Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

COMD 598 Seminar in Communication Disorders (1-3 s; 1.5-4.5 q)

Prerequisite: graduate standing or permission of the instructor.

This course provides graduate-level instruction in a specific content area in communication disorders utilizing a seminar format.

COMD 599 Independent Study (1-4 s; 1.5-6 q)

Prerequisite: permission of the instructor, department chair and college dean.

This course allows the student to engage in an independent study project in a selected field of communication disorders.

COMD 600 Thesis (1-8 s; 1.5-12 q)

Prerequisite: COMD 520; permission of the instructor, department chair and college dean.

Under supervision of staff members, the graduate student organizes and formally writes and presents a research project in thesis form.

COMD 601 Research Project (1-8 s; 1.5-12 q)

Prerequisites: COMD 520; permission of the instructor, department chair and college dean.

This course allows for completion of a graduate-level research project in an interest area within the discipline, including oral and written presentations of the finished product.

COMD 697 Clinical Field Experience (1-10 s; 1.5-15 q)

Graded Pass/No Credit.

Prerequisite: permission of the instructor, department chair and college dean.

This is an internship of one or more semesters of professionally supervised experience in a departmentally approved clinical setting, agency or institution. This course is typically taken as part of the Master of Science program, but can also be taken by individuals engaged in the speech-language pathology clinical fellowship (SLPCF) through the American Speech-Language-Hearing Association when sponsorship is provided by an Eastern Washington University faculty member.