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. All programs (undergraduate and graduate) are on a semester schedule.

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 undergraduates and complete their bachelor's degree may 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 Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The current period of accreditation is 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 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 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 GECS, university competencies and courses offered by other departments in support of the major prior to enrollment in the required Communication Disorders courses within the major. In addition, students must complete coursework reflecting knowledge in the biological sciences, physical sciences, statistics and the social/behavioral sciences prior to beginning the program. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences. Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology or public health. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. Entering the program prepared is imperative as the Communication Disorders undergraduate program is on a semester schedule while the rest of the university is on a quarter schedule.

Admissions Information for Transfer Students

Transfer students must complete the GECS and university competencies with equivalent coursework. The transfer student must demonstrate knowledge of the biological sciences, physical sciences, statistics and the social/behavioral sciences. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences. Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology or public health.

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. In addition, to earn a Bachelor's degree from EWU, students will need to have taken one course in International Studies and one course in Culture/Gender (see University Graduation Requirements in catalog).

If there are any questions or concerns the student should consult with Communication Disorders faculty to plan their program.

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, ASL 377 and ASL 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 ≥2.75 to be retained in the program and to graduate with the BA degree, the student must earn a grade ≥1.7 or better in each of the courses within the major. Earning a grade <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 ≥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:

- apply foundational principles for assessment and intervention of disorders of hearing, speech, language and swallowing;
- recall and relate the causes, characteristics and consequences of the disorders of hearing, speech, language and swallowing;
- compare the content and sequence of the development of speech and language in children from birth through school-age;
- describe 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;
- illustrate insight into the communication disorders profession by participating in service learning opportunities.

**COMMUNICATION DISORDERS MAJOR**

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 (50s; 79.5q)

- COMD 301 Introduction to Speech-Language Pathology and Audiology (3s; 4.5q)
- COMD 304 Phonetics (3s; 4.5q)
- COMD 320 Speech and Hearing Sciences (3s; 4.5q)
- COMD 321 Anatomy and Physiology of Speech Production (3s; 4.5q)
- COMD 331 Language Development (3s; 4.5q)
- COMD 357 Language Impairment (3s; 4.5q)
- COMD 358 Speech Sound Disorders (3s; 4.5q)
- COMD 371 Hearing and Hearing Disorders (3s; 4.5q)
- COMD 372 Audiology (3s; 4.5q)
- COMD 422 Neuroanatomy (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 461 Clinical Methods (3s; 4.5q)
- COMD 473 Aural Rehabilitation (3s; 4.5q)
- COMD 482 Introduction to Research in Communication Disorders (3s; 4.5q)
- COMD 490 Capstone: Professional Issues in Communication Disorders (3s; 4.5q)

Rotating Required Course (1–3s; 1.5–4.5q)

The student must take at least one of the following courses:

- COMD 201 Disability and Communication Diversity (3s; 4.5q)
- COMD 405 Speech-Language Pathology and Audiology in the Schools (3s; 4.5q)
- 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 (4.7–6.7s; 7–10q)

Students majoring in Communication Disorders must take a public speaking course (4–5 quarter credits) and a statistics course (3–5 quarter credits). These courses should be taken prior to entering the Communication Disorders major.

Minimum total credits for above major 56s; 83.5q credits

Note: it should be noted that 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 (MA)**

Robert Jackson, Graduate Program Coordinator
310 N. Riverpoint Blvd., Box V, Spokane, WA 99202  509.828.1326

Student Learning Outcomes—students will:

- implement the application 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 in the presentation of applied research projects;
- critically evaluate and utilize new information in the discipline of communication disorders;
- demonstrate through discussion and application in class and clinic the principles, processes and procedures for the prevention, identification, evaluation, intervention and management of communication disorders;
- demonstrate knowledge through adherence to the Code of Ethics of the American Speech-Language-Hearing Association in academic and clinical work.

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 (SLPCE). 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 Spokane campus. 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 separate university and writing tests, letters of recommendation, a statement from the applicant outlining professional interests and intent and an application fee. The program utilizes a central application system. Application and the supporting materials are to be submitted to the CSDCAS program http://www.capcsd.org/csdcas/, a separate application is to be submitted to the EWU graduate program office. All application materials must be received by January 15 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). In addition, students need to take an introductory statistics course prior to graduate school, as it is a requirement for professional certification.
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, CoMD 562, and/or COMD 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 SLPCEF 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 of coursework and a Clinical Field Experience in the schools.

**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 option to do a thesis. 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 fall semester of the first year of study is used to develop a research idea while enrolled in COMD 520. During the spring semester of the first year of study, the student and research advisor further refine the research idea and submit the proper paperwork to the Institutional Review Board, if required. The fall and spring semesters of the second year of study are used to complete and defend the research. Students who have been granted permission to conduct a thesis will enroll in 2 quarter (3 semester) credits of COMD 600 Thesis during the spring semester of their first year of study, and 2 quarter (3 semester) credits of COMD 600 Thesis during each of the fall and spring semesters of their second year of study, for a total of 6 quarter (9 semester) credits of research. Students who conduct a non-thesis research project will enroll in COMD 620 Research in Communication Disorders I (2 quarter; 3 semester credits) during the spring semester of the first year of study, COMD 621 Research in Communication Disorders II (2 quarter; 3 semester credits) during the fall semester and COMD 622 Research in Communication Disorders III (2 quarter; 3 semester credits) during the spring semester of their second year of study, for a total of 6 quarter (9 semester) credits of research.

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.

**Policy Regarding Student Progress**

In addition to maintaining an overall cumulative grade point average ≥3.00 to be retained in the program and to graduate with the MS degree, the student must earn a grade ≥2.7 or better in each of the graduate courses taken (exclusive of practicum courses). Earning a grade <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 ≥2.7 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.

**Thesis Option**

Required Core—credits are listed as semester(s) and quarter(q) (3s; 4.5q)

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<tr>
<th>Course</th>
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<tr>
<td>COMD 520 Research Methods</td>
<td>3s; 4.5q</td>
<td>Required Core</td>
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<tr>
<td>COMD 538 Phonological Acquisition and Behavior</td>
<td>3s; 4.5q</td>
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<td>COMD 559 Dysphagia</td>
<td>3s; 4.5q</td>
<td>Required Core</td>
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<tr>
<td>COMD 568 Advanced Assessment: Principles and Procedures</td>
<td>2s; 3q</td>
<td>Electives</td>
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<tr>
<td>COMD 620 Research in Communication Disorders I</td>
<td>2s; 3q</td>
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<td>COMD 621 Research in Communication Disorders II</td>
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<tr>
<td>COMD 697 Clinical Field Experience</td>
<td>3s; 4.5q</td>
<td>Electives</td>
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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 (14s; 21q)**

A. COMD 561 Clinical Practicum minimum 2s; 3q credits maximum 8s; 12q credits
B. COMD 562 Advanced Clinical Practicum minimum 4s; 6q credits maximum 16s; 24q credits
C. COMD 697 Clinical Field Experience 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.

**Non-Thesis Option**

Minimum credits for non-thesis option 54s; 81q credits

**Thesis Option**

Required Core—credits are listed as semester(s) and quarter(q) (3s; 51q)

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<tr>
<td>COMD 600 Thesis</td>
<td>6s</td>
<td>Thesis Option</td>
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Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

**Electives (6s; 9q)**

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.
American Sign Language Courses

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

ASL 376 Sign Language I (3q) FS
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 (3q) W
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 (3q) S
Prerequisites: ASL 376, ASL 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 (semester), winter (semester), summer (FWU). If no terms are indicated, check with the department or EagleNET.

COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (3s; 4.5q)
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 (3s; 4.5q)
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 (3s; 4.5q)
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 (3s; 4.5q)
Prerequisite: completion of Natural Science GECS 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 (3s; 4.5q)
Prerequisite: completion of Natural Science GECS or permission of the instructor.
This course is a study of the basic principles and sequences of language development; methods of observing, measuring and describing children's acquisition of language.

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

COMD 357 Language Impairment (3s; 4.5q)
Prerequisites: COMD 304, COMD 303 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 358 Speech Sound Disorders (3s; 4.5q)
Prerequisites: COMD 301 and 304 or permission of the instructor.
This course describes normal phonological and articularity development as well as the etiology, assessment and intervention of articulation and phonological disorders.

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

COMD 372 Audiology (3s; 4.5q)
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 (3s; 4.5q)
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 422 Neuroanatomy (3s; 4.5q)
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 441 Assessment of Speech and Language (3s; 4.5q)
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 (3s; 4.5q)
Prerequisite: senior standing or permission of the instructor.
This course addresses the development of intervention plans, including intervention strategies and rationales, construction of daily therapy plans, methods for data collection, and interpretation and evaluation of therapy outcomes.

COMD 450 Language and Literacy (3s; 4.5q)
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 (3s; 4.5q)
Prerequisites: COMD 422 or permission of the instructor.
This course provides an introduction to the etiology, assessment and intervention of communication disorders associated with neurological disorders.

COMD 452 Topics in Continuing Education (1–5q; .75–3.5q U)
This course is offered in cooperation with the Meadowood Speech and Hearing Camp in Pendleton, Oregon. Student volunteers earn college credit while learning state of the art strategies working with children exhibiting a variety of speech, language, and hearing disorders.

COMD 455 Voice and Resonance Disorders (3s; 4.5q)
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 (3s; 4.5q)
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 stuttering, the nature of stuttering as well as its assessment and treatment in children and adults.

OMD 461 Clinical Methods (2s; 3q)
Note: must be taken twice for the PB Certificate.
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 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 (3s; 4.5q)
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 480 Introduction to Research in Communication Disorders (3s; 4.5q)
Prerequisite: senior standing.
This course provides an overview of research methodology in the field of communication disorders. It is designed to familiarize the student with basic elements of reading, understanding and evaluating research. The student learns about the scientific method, the difference between basic and applied research, and important terms used in the research process.

COMD 490 Senior Capstone: Professional Issues in Communication Disorders (3s; 4.5q)
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 and apply it to a novel issue or problem.

COMD 497 Workshops, Short Courses, Conferences (2s; 3q)
Note: graded Pass/Fail.

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

COMD 499 Directed Study (1–3s; 1.5–4.5q)
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 disciplines of communication disorders on an individual basis and under the direction of a program faculty member.

COMD 520 Research Methods (3s; 4.5q)
This course investigates 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 (3s; 4.5q)
Prerequisite: graduate standing or permission of the instructor.
This course involves advanced study in the theoretical background of the acquisition and development of phonological competence. The relationship between the phonological system and disorders and remediation will also be discussed.

COMD 539 Special Topics (1–3s; 1.5–4.5q)
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 540 Pediatric Feeding and Swallowing (1s; 1.5q)
Prerequisite: graduate standing or permission of the instructor.
This course is provided to allow the student to observe communication disorder assessment and intervention services within a clinical setting. Limited supervised practicum in the assessment and treatment of infants and children.

COMD 542 Infant and Toddler Communication and Language (3s; 4.5q)
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 545 Autism Spectrum Disorder (2s; 3q)
Prerequisite: COMD 542.
This course is an overview and discussion of the characteristics, causes, assessment and intervention for persons with autism spectrum disorder (ASD).

COMD 547 Augmentative Communication (3s; 4.5q)
Prerequisite: graduate standing or permission of the instructor.
This course provides 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 (3s; 4.5q)
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 (2s; 3q)
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 (3s; 4.5q)
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 (2s; 3q)
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 (2s; 3q)
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 Craniofacial Abnormalities (2s; 3q)
Prerequisite: graduate standing or permission of the instructor.
This course examines the etiology and characteristics of craniofacial anomalies and their effects on communication. Assessment and treatment of the speech problems associated with these disorders are also discussed.

COMD 559 Dysphagia (3s; 4.5q)
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 (2–6s; 3–9q)
Note: may be repeated for credit with permission of instructor up to 12 quarter credits.
This course provides students with practical clinical experience working with children and adults who present with various speech, language, hearing and swallowing disorders.

COMD 562 Advanced Clinical Practicum (2–6s; 3–9q)
Notes: graded Pass/No Credit; may be repeated for credit with permission of instructor up to 24 quarter credits.
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.

COMD 563 Special Clinical Practicum (1–2s; 1.5–3q)
Note: may be repeated for credit with permission of instructor up to 4 quarter credits.
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.

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

COMD 596 Experimental Course (1–3s; 1.5–4.5q)
Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.
COMD 598 Seminar in Communication Disorders (1–3s; 1.5–4.5q)
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 (1–4s; 1.5–6q)
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 (1–8s; 1.5–12q)
Prerequisite: 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 620 Research in Communication Disorders I (2s; 3q)
Prerequisites: COMD 520.
This is the first of three courses designed to prepare the student to participate in basic and/or applied research in communication disorders. For this course, students will work with a faculty mentor to further refine the research idea developed in COMD 520. The culmination of this course will be: 1. the initial development of a literature review and methodology and 2. drafting and submission of IRB forms, as appropriate.

COMD 621 Research in Communication Disorders II (2s; 3q)
Prerequisites: COMD 620.
This is the second of three courses designed to prepare the student to participate in basic and/or applied research in communication disorders. For this course, students will work with a faculty mentor to further refine the research idea developed in COMD 620. The culmination of this course will be a complete and thorough literature review and methodology for the student’s proposed research. The initial collection of data may take place under this course.

COMD 622 Research in Communication Disorders III (2s; 3q)
Note: this course is repeated in subsequent semesters until the thesis or research project is completed and successfully defended.
Prerequisites: COMD 621.
This is the third of three courses designed to prepare the student to participate in basic and/or applied research in communication disorders. The culmination of this course will be the collection of data (if applicable) and the development of either a thesis or poster to be defended at the end of the academic term in which this course is taken.

COMD 697 Clinical Field Experience (1–10s; 1.5–15q)
Note: 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.