
Communicative Disorders

OFFICE: Communications Clinic 118
TELEPHONE: (619) 594-6774
FAX: (619) 594-7109
WEB SITE: www.rohan.sdsu.edu/dept/chhs/cd/cd.html

In the College of Health and Human Services

Faculty

Marilyn Newhoff, Ph.D., Professor of Communicative Disorders,
Chair of Department
Elizabeth J. Allen, Ph.D., Professor of Communicative Disorders
Li-Rong Lilly Cheng, Ph.D., Professor of Communicative Disorders
Kathe M. Christensen, Ph.D., Professor of Communicative Disorders
Vera F. Gutierrez-Clellen, Ph.D., Professor of Communicative
Disorders
Steven J. Kramer, Ph.D., Professor of Communicative Disorders
Donald A. Robin, Ph.D., Professor of Communicative Disorders
Michael R. Seitz, Ph.D., Professor of Communicative Disorders
Lewis P. Shapiro, Ph.D., Professor of Communicative Disorders
Donna J. Thal, Ph.D., Professor of Communicative Disorders
Beverly B. Wulfbeck, Ph.D., Professor of Communicative Disorders
Jessica A. Barlow, Ph.D., Associate Professor of Communicative
Disorders
Diane R. Williams, M.A., Associate Professor of Communicative
Disorders
Laura Dreisbach Hawe, Ph.D., Assistant Professor of Communicative
Disorders
Carol L. Mackersie, Ph.D., Assistant Professor of Communicative
Disorders

General Information

The master's degree programs in Speech Pathology and Audiology are accredited by the American-Language-Hearing Association. The master's degree program in Education of the Deaf is accredited by the Council on Education of the Deaf.

The Department of Communicative Disorders offers graduate study leading to the Master of Arts degree in communicative disorders, and to the credentials described below. The cooperating faculties of San Diego State University and the University of California, San Diego, offer a joint program leading to a Ph.D. in language and communicative disorders. The master's degree program is accredited by the American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology, and the training program for teachers of the hearing impaired is accredited by the Council on Education of the Deaf. The department offers advanced study in communicative sciences, speech-language pathology, audiology, and education of the deaf. The Department of Communicative Disorders is committed to preparing speech-language-hearing professionals to meet the challenges of a culturally and linguistically diverse society.

The programs utilize the facilities of the Communications Clinic, which includes observation rooms, departmental reference collection, and speech and hearing science laboratories. In the laboratories, students use personal computers, microprocessor based diagnostic audiometers, spectral signal analyzer, acoustic immittance equipment, hearing aid analyzer, digital spectrograph, Visipitch, phonic mirror, state-of-the-art ENG and evoked potential equipment, miniphonators, audiometric response simulators, laryngoscopic manikin, and audio and video recording equipment with ongoing new acquisitions.

In addition, the department utilizes an off-campus multidisciplinary diagnostic and rehabilitation center. Students and faculty participate in providing direct delivery of clinical services to clients and participate in

the assistive devices assessment program, which evaluates and recommends augmentative or alternative means of communication for persons with severe communication impairment. Field experience is offered in the public schools and community agencies. Practicum and observation experiences are possible at various hospitals, schools, community agencies, convalescent homes, and rehabilitation agencies.

Section I. Master's Degree Programs

Admission to Graduate Study

Students will be admitted to the graduate programs only in the Fall Semester. Applications to the University must be submitted by February 1 for the master's degree programs in speech-language pathology, audiology, education of the deaf, and communicative sciences. For application information, see the department's Web site, www.rohan.sdsu.edu/dept/chhs/cd/cd.html, select "M.A. Application" from the index or call (619) 594-6774.

All students must satisfy the general admission and examination requirements for admission to the University with classified graduate standing as described in Part Two of this bulletin. In addition, the applicant must satisfy the following requirements before being considered for admission to classified graduate standing by the department's Admissions Review Committee.

Applicants must have a minimum grade point average of 3.2 (on a 4.0 scale) during the last 60 semester units of undergraduate college/university coursework.

Application Guidelines for the Master of Arts Program

(Note: Incomplete applications will not be reviewed)

A. DEADLINE FOR RECEIPT: February 1

1. University application submitted electronically available at www.csumentor.edu.
2. Department application submitted electronically available at www.rohan.sdsu.edu/dept/chhs/cd/cd.html.

B. DEADLINE FOR RECEIPT: February 1

1. GRE scores: GRE scores are required and must be received by February 1. Contact the Educational Testing Service (www.ets.org) to request scores be sent electronically to SDSU (SDSU code: 4682, department code: 0630).
2. TOEFL scores, if applicable. Contact the Educational Testing Service (www.ets.org) to request scores be sent electronically to SDSU (SDSU code: 4682).

C. DEADLINE FOR RECEIPT: February 1

The following materials should be submitted as a complete package directly to the Department of Communicative Disorders:

1. One applicant essay (guidelines available on department Web site);
2. Three recommendation forms in sealed and signed envelopes (forms available on department Web site);

3. Two sets of official transcripts (in sealed envelopes) from all institutions attended. (Note: Please have the institution send the official transcripts to you and include them [unopened] in the admissions packet.) If you are an SDSU graduate, include one unofficial transcript in your packet;
4. Optional resume of experiences applicable to this field.

Mail or deliver your complete admissions package to:
Department of Communicative Disorders
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1518

Once the above requirements have been satisfied, the applicant's file is considered complete and eligible for review by the department's Admissions Review Committee. Admission to the graduate programs is guided by careful consideration of all the above materials by a designated Admissions Review Committee. Applicants whose files are incomplete will not be eligible for admission to classified graduate standing. The number of new admissions is restricted and is determined by space availability; therefore, admission is based on consideration of all application materials and the relative merits of individual applicants among all eligible applicants.

In some cases, candidates who have not completed the above requirements may be admitted with a conditionally classified standing, subject to space availability after consideration of those who meet the requirements for classified graduate standing. Students admitted to conditionally classified graduate standing may petition for a change of classification to classified graduate standing after satisfying the conditions specified at the time of admission, and after completion of nine units of 500- or 600-level coursework with a 3.0 grade point average in those courses.

Students who receive special permission to enroll in department courses through the College of Extended Studies or who enter with postbaccalaureate unclassified standing are not admitted to the department and are not assured of consideration for admission to advanced degree curricula, master's degree, credentials, or certificate programs offered by the department. Admission to the University or enrollment in classes does not guarantee acceptance to the department.

Graduate faculty serve as graduate advisers and are assigned to students upon admission.

Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy as described in Part Two of this bulletin.

Specific Requirements for the Master of Arts Degree

(Major Code: 12201)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Two of this bulletin, the student must complete a graduate program of at least 36 units. A student must complete Communicative Disorders 799A, Thesis for Plan A. The thesis option requires approval by the department and may not be appropriate for every student. If Plan B is elected, the student must pass a written comprehensive examination (which may be repeated only twice). No more than six units of coursework outside the department acceptable on the graduate level may be applied to the master's degree.

The Department of Communicative Disorders offers four concentrations leading to the Master of Arts degree. Each concentration requires completion of a specific pattern of graduate units described below:

- A. **Concentration in Speech-Language Pathology.** This concentration has a clinical focus and may be used to satisfy some of the academic preparation for the Certificate of Clinical Competence in Speech-Language Pathology from the

American Speech-Language-Hearing Association and for licensure from the State of California. Students are required to complete coursework in all of the following areas:

- a. Voice Disorders
- b. Fluency Disorders
- c. Articulation/Phonology Disorders
- d. Adult Language Disorders
- e. Child Language Disorders

The coursework may be taken during undergraduate or graduate preparation.

Undergraduate Preparation. Communicative Disorders 106, 205, 300, 320, 321, 322, 323, 340, 340L, 512, 513, 514, 517, 539; Physics 201; Psychology 270 or Sociology 201 (or equivalent).

Graduate Program. The following courses are required: Communicative Disorders 600 or 795, 601 or 654, 602, 607, 613 or 614, 630, 672 or 673, and one 700 level communicative disorders seminar course.

In addition, candidates following Plan A must complete Communicative Disorders 799A and nine units from the electives. Candidates following Plan B must complete 12 units from the electives. Electives may be selected from the following courses with the approval of the adviser: Communicative Disorders 503, 511, 570, 580, 603, 604, 608, 675, 797, 798; Linguistics 554; and any of the required course options that were not selected.

Students pursuing the Early Intervention/Multicultural Certificate from the Department of Communicative Disorders may substitute one of the following courses for one of the Speech-Language component of coursework with the approval of the faculty adviser: Child and Family Development 570; Social Work 781; Special Education 528.

Students electing to pursue the Certificate of Clinical Competence in Speech-Language Pathology (ASHA), California licensure for Speech-Language Pathology, or the Clinical-Rehabilitative Services Credential (Language, Speech and Hearing or Special Day Class) for California Schools should complete, in addition to the required courses listed above, additional academic courses and clinic hours required by national and state organizations. It is department policy that all credential students maintain a 3.0 grade point average in all 600 level and above credential courses.

- B. **Concentration in Audiology.** This concentration has a clinical focus and may be used to satisfy some of the academic preparation for the Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association and for licensure from the State of California.

Undergraduate Preparation. Communicative Disorders 106, 205, 300, 320, 321, 323, 340, 340L, 512, 513, 517; Physics 201; Psychology 270 or Sociology 201 (or equivalent).

Graduate Program. Required courses: 36 units to include Communicative Disorders 542, 600 or 795, 610, 611, 620, 640, 643, 644, 647, 648, 653; and Plan A (799A) or Plan B (comprehensive examination and three units of electives selected with the approval of the faculty adviser).

Students electing to pursue the Certificate of Clinical Competence in Audiology (ASHA), California State licensure in Audiology, or the Clinical-Rehabilitative Services Credential (Audiology) for California schools should complete, in addition to the required courses listed above, additional academic courses and clinic hours required by national and state organizations

- C. **Concentration in Education of the Deaf.** This concentration has a multicultural/educational focus and may be used to satisfy some of the academic and clinical preparation for certification by the Council on Education of the Deaf (CED), and for the California Education Specialist Credential for the Deaf and Hard-of-Hearing.

Undergraduate Preparation. Communicative Disorders 159, 205, 259, 289, 300, 320, 321, 340, 340L, 350, 357, 513; Physics 201; Psychology 101; Psychology 270 or Sociology 201 (or equivalent).

Graduate Program. Required courses: 36 units to include Communicative Disorders 550, 600, 655, 657, 658, 659, 668, 675; and Plan A (799A) or Plan B (comprehensive examination); and electives to include nine units (Plan A) or 12 units (Plan B) selected from Communicative Disorders 562, 613, 797, 798, or Policy Studies in Language and Cross-cultural Education 600, 601, 650 or 651 or Special Education 525, 528, 645. No more than nine units of coursework outside the department acceptable on the graduate level may be applied to the master's degree. Students pursuing a specialization in deafblindness are advised to select from the recommended special education courses.

Competency in communication with deaf persons must be demonstrated. A rating of intermediate or better ability in American Sign Language is required for admission to the program.

- D. **Concentration in Communicative Sciences.** This concentration has research and theoretical foci in the area of communicative disorders. Students interested in study with a research environment requiring a strong scientific foundation may avail themselves of this concentration.

Undergraduate Preparation. Communicative Disorders 106, 205, 300, 320, 321, 323, 340, 340L, 512, 539; Physics 201; Sociology 201.

Graduate Program. Required courses: 36 units to include Communicative Disorders 600 or 795; Plan A (799A) or Plan B (comprehensive examination); electives to include 27 units selected from 500, 600, and 700-level courses with consent of the faculty adviser; and up to six units of appropriate 500, 600, and 700-numbered courses from engineering, linguistics, physics, psychology, or other departments may be included in the 27 units of electives with the approval of the department graduate adviser.

**Section II.
Doctoral Program**

San Diego State University is in the process of securing approval for a joint Au.D. program in Audiology with the University of California, San Diego. For further information, contact the Department of Communicative Disorders.

General Information

(Major Code: 12201)

The cooperating faculties of San Diego State University and the University of California, San Diego, offer a joint doctoral program in language and communicative disorders. The program's focus is the interdisciplinary study of language and communicative disorders. A major emphasis of the program is to apply techniques developed in cognitive science and neuroscience to the study of language and language disorders. The program involves study and research in normal and abnormal language (including sign languages), and in the neural bases of language use and language loss.

Participating faculty have research interests in a wide range of issues in the processes of language development, language and aging, multilingualism, language disorders, assessment, and intervention. Graduates of the program will be qualified to serve as faculty in university programs in a variety of disciplines, and to provide leadership in research and health services.

The doctoral program faculty at SDSU are members of the Department of Communicative Disorders, Department of Linguistics, and the Department of Psychology. The doctoral program faculty at UCSD are also an interdisciplinary group from the Department of Cognitive Science, Department of Communications, Department of Linguistics, Department of Neurosciences, and the Department of Psychology. The program is coordinated by the doctoral program directors at each campus, in conjunction with an executive committee comprised of three faculty from each campus appointed by the graduate deans from each campus.

The program is innovative in that many of the requirements are designed to function as a model of professional preparation specifically incorporating activities in which a successful teacher and researcher must engage after obtaining the Ph.D. Students will be required to participate in interdisciplinary research throughout the program, learn about the nature and ethics of research, prepare grant proposals, write manuscripts, and will gain experience in oral presentations and teaching. Graduates from the program will be well-prepared for the rigors of an academic/research career.

Faculty

The following faculty participate in the doctoral program in language and communicative disorders and are available as advisers, for direction of research, and as members of dissertation committees.

San Diego State University: Barlow (Communicative Disorders), Cheng (Communicative Disorders), Choi (Linguistics), Christensen (Communicative Disorders), Fenson (Psychology), Friend (Psychology), Gutierrez-Clellen (Communicative Disorders), Reilly (Psychology), Robin (Communicative Disorders), Shapiro (Communicative Disorders), Thal (Communicative Disorders), Wulfeck (Communicative Disorders).

University of California, San Diego: Ackerman (Linguistics), Bates (Psychology, Cognitive Science), Bellugi (Salk Institute, Psychology), Elman (Cognitive Science), Ferreira (Psychology), Kritchevsky (Neurosciences), Kutas (Cognitive Science), Moore (Linguistics), Movellan (Cognitive Science), Padden (Communications), Swinney (Psychology).

Admission to Doctoral Study

The doctoral program in language and communicative disorders draws from a variety of disciplines including communicative disorders, psychology, cognitive science, linguistics, engineering, and other related sciences. Students should have adequate preparation in mathematics, statistics, and biological sciences. Backgrounds in neurosciences and/or language sciences, or language disorders is helpful, but not required for admission.

Applicants for admission to the doctoral program must meet the general requirements for admission to both universities, as specified in the current SDSU and UCSD catalogs. Applicants must meet the special requirements of this program which include (a) an acceptable baccalaureate or master's degree or equivalent from a regionally accredited institution; (b) a GPA of at least 3.25 on a 4.0 scale in the last 60 semester (or 90 quarter) credits of upper division and/or graduate courses (c) good standing in the last institution attended; (d) suitable scores on both the quantitative and verbal sections of the Graduate Record Examination; (e) submission of appropriate application form and supporting materials as outlined below.

Applicant files are reviewed as a group by an admissions committee, composed of doctoral program faculty from each campus. Other doctoral faculty may review applicant files and make recommendations to the admissions committee. Assuming that the above requirements are met, decisions will also be guided by an evaluation of the adequacy of the applicant's preparation in view of their stated needs and objectives. Given the limited number of spaces available (4 to 6 new admissions each year are anticipated, subject to available facilities), the admissions committee will select the best qualified applicants to fill the available spaces. No minimum set of qualifications will guarantee an applicant admission to the doctoral program. The admissions committee will make recommendations for admission to the graduate deans from each campus.

Application. Students seeking admission to the doctoral program should write directly to the Doctoral Program Coordinators (Mail Code 1518), San Diego State University, 5500 Campanile Drive, San Diego, CA 92182, in order to obtain an information packet explaining the application process and materials. A complete application requires the following:

- Appropriate application form.
- Applicant's statement of interest.
- Transcripts of academic work completed.
- Results of the Graduate Record Examination.
- Three letters of recommendation.

Students will be admitted to the doctoral program only in the fall semester/quarter. Applications must be received by January 20 to be considered for the doctoral program beginning in the following fall semester/quarter. All other supporting materials must be received by February 1.

Application Guidelines for the SDSU/UCSD Joint Doctoral Program in Language and Communicative Disorders

A. DEADLINE FOR RECEIPT: January 20

1. Doctoral Program Admission Application (brown form);
2. Residency questionnaire (brown form);
3. \$55.00 (US) fee.

Mail or deliver the admission materials to:

San Diego State University
Graduate Admissions
5500 Campanile Drive
San Diego, CA 92182-8225

B. DEADLINE FOR RECEIPT: January 20

Assemble one admission packet to include the following:

1. SDSU/UCSD Joint Doctoral Program Application;
2. Photocopy of Doctoral Program Admission Application (brown form);
3. Photocopy of residency questionnaire (brown form);
4. Statement of purpose;
5. Two sets of official transcripts (in sealed envelopes) from all institutions attended. (Note: Please have the institution send the official transcripts to you and include them [unopened] in the admissions packet.) If you are an SDSU graduate, include one unofficial transcript in your packet;
6. Three letters of recommendation from professors or others in a position to assess your potential for graduate work. (Note: Letters are to be returned to the applicant in a sealed envelope and signed across the sealed flap.);
7. Publication reprints or presentation abstracts (optional).

Enclose a self-addressed envelope stamped with sufficient postage if you wish to have papers returned.

Mail or deliver the admission packet to:

San Diego State University
SDSU/UCSD Joint Doctoral Program in
Language and Communicative Disorders
5500 Campanile Drive
San Diego, CA 92182-1518

C. DEADLINE FOR RECEIPT: February 1

1. GRE scores: GRE scores are required and must be received by February 1. Contact the Educational Testing Service (www.ets.org) to request scores be sent electronically to SDSU (SDSU code: 4682, department code: 0620).
2. TOEFL scores, if applicable. Contact the Educational Testing Service (www.ets.org) to request scores be sent electronically to SDSU (SDSU code: 4682).

Specific Requirements for the Doctor of Philosophy Degree

Faculty Adviser. Upon admission to the program, the executive committee will assign each student a faculty adviser. The faculty adviser will help the student select a program of study during the first year. The faculty adviser, in conjunction with the doctoral program coordinators, will help the student select a first laboratory rotation. Once the student has selected a major area of study (see below) the student will be reassigned an appropriate adviser.

Residency Requirements. Students will be required to complete credits equivalent to one year's full-time enrollment at each campus. The definition of residence must be in accord with the regulations of SDSU and UCSD. Students may be enrolled in courses at both institutions during any given semester/quarter.

Language Requirement. Students are required to have some experience in the acquisition of a second language. This may be satisfied through informal learning, immersion, or two or more years of formal coursework in a second language. Any recognized natural language will be acceptable to fulfill this requirement (including American Sign Language or other sign languages). Artificial languages, e.g., computer languages, will not satisfy this requirement. For students selecting the multilingualism concentration, proficiency must be demonstrated in English and at least one other language.

Major Area of Concentration. By the end of the first year, all students select a major field of emphasis by choosing one of three concentrations: Adult Language, Child Language, or Multilingualism. All students will be required to take some courses in each of the three concentrations.

The *Adult Language* concentration is intended to provide intensive education in communicative disorders in adults. Students in this concentration will also develop expertise in the study of language processing in normal adults.

The *Child Language* concentration is intended to provide specialized education in childhood (birth to adolescence) communicative disorders. Students in this concentration will also achieve competence in developmental psycholinguistics emphasizing language acquisition in normally-developing children.

The *Multilingualism* concentration is intended to provide education in cross-linguistic, ethnographic, and other comparative studies of communicative disorders in children and/or adults, including those associated with bilingualism and second language acquisition (including acquisition of sign language in deaf individuals).

Course Requirements. The program for each student will consist of a common core of courses designed to provide the basic tools for research and a foundation knowledge in the important issues in language and communicative disorders, together with specific electives appropriate to the student's chosen concentration.

The *Tools* requirement consists of two courses in statistics/research design, a course in neuroanatomy and physiology, a course in language structure and theory, and a professional survival skills course. Specific courses which can be used to satisfy this requirement are listed below.

The *Foundations* requirement consists of three courses on normal language and three courses on disorders of language. Specific courses which can be used to satisfy this requirement are listed below.

The *Electives* requirement consists of at least five courses, with a minimum of three courses related to the chosen concentration. These electives must be chosen from a broad list of approved options from anthropology, cognitive science, communicative disorders, computer science, linguistics, neurosciences, and psychology. Consult with adviser for approved elective courses. Other electives may be taken to satisfy this requirement with permission of the adviser. The five required electives must be approved by the student's adviser and the doctoral program coordinators. Students may select additional electives with approval of the adviser.

Laboratory Rotations. In order to obtain experience in different research methodologies, each student will be required to complete three laboratory rotations, each lasting a minimum of one semester or quarter. During each rotation, students will enroll in the associated laboratory course. The laboratory rotations must be approved by the student's adviser and the doctoral program faculty member who supervised that laboratory.

Projects. All students will be required to complete two research projects during their first two years of the program (first and second year projects). These projects are usually connected with the laboratory rotations and approved by the doctoral program faculty working in the laboratory. These projects will involve experiment design, data collection, analyses, preparation of a potentially publishable manuscript, and an oral presentation of the research findings at one of the laboratory seminars. Students will be encouraged to submit their projects for presentation at professional meetings and to submit them to an appropriate journal.

Methods Minor. All students will be required to develop basic expertise in experimental design and statistics, and all students will become familiar with standard techniques for behavioral assessment, e.g., intelligence testing, standardized tests of language ability, analyses of free speech, design and implementation of experimental measures of language and other related cognitive behaviors. In addition, by the end of the third year, all students will declare a methods minor from one of three options: behavioral dynamics, neural imaging, or neural modeling. It is expected that the student will gain experience in the chosen minor through at least one laboratory rotation and enrollment in applicable courses selected with adviser recommendation.

The *Behavioral Dynamics* minor is intended for students who want to specialize in computer-controlled methods for the study of language and cognitive processing in real-time.

The *Neural Imaging* minor is intended for students who want to complement behavioral studies with neuro-anatomical and neuro-physiological techniques, including event-related brain potentials and functional magnetic resonance imaging.

The *Neural Modeling* minor is intended for students who are interested in the simulation of normal and abnormal language and cognition in artificial neural networks. Students who elect this minor will be required to take Cognitive Science 201F or Computer Science and Engineering 258A as an elective.

Qualifying Examination. After successful completion of the first and second year projects, the student is eligible to take the qualifying examination. The qualifying examination consists of a *written component* which is to be in the form of a scholarly review of one or more issues related to the student's chosen area of research and an *oral component* which will be a formal presentation of the paper to be presented at the annual Fall doctoral colloquium or at a separate colloquium. Students will be encouraged to write their integrative paper in a form and quality which may be submitted to an appropriate journal.

Teaching. The teaching requirement may be satisfied under one of two options. *Model 1* requires that the doctoral student teach a full course and submit the course syllabus to the Executive Committee for review at the end of the semester/quarter. *Model 2* requires that the doctoral student serve as a TA (SDSU) and/or TA (UCSD) for two courses. The student will develop a syllabus in an area related to one of these courses and present a master lecture to the Executive Committee and an invited audience on a topic in the syllabus chosen by the Executive Committee.

Dissertation Committee. Prior to developing a dissertation proposal, the student must have a dissertation committee. The committee members are recommended by the doctoral program coordinators with consent of the executive committee, and then appointed by the graduate deans of both campuses. The dissertation committee will consist of at least five members, including four from the doctoral program faculty groups (with at least two members from each campus) and one faculty member from outside the doctoral program faculty groups.

Dissertation Proposal. The dissertation proposal will take the form of an NIH or NSF grant proposal. For model 1 dissertation (see below), the proposal will be based on completed research which become pilot studies for the grant proposal. The student may be encouraged to submit the grant proposal to support their future research, e.g. post doctoral studies, or a First Investigator Award. For model 2 dissertation, the proposal will become the basis for the dissertation research to be completed. The dissertation proposal must be approved by the student's dissertation committee.

Advancement of Candidacy. A student will be recommended for advancement after completing all requirements as described above, including the qualifying examination and the dissertation proposal. Students eligible for advancement to candidacy are recommended to the Graduate Deans of both institutions. When approved by both institutions, students will be notified by the Graduate Studies office at UCSD.

Dissertation. After advancement to candidacy, the remaining requirement will be the satisfactory completion of a dissertation. The dissertation may take one of the following two forms:

Model 1 dissertation. Students who have maintained continuity through their second year project, qualifying examination, and dissertation proposal, and who have successfully generated publishable research which has been submitted to respected journals, may use a minimum of three such interconnected manuscripts as their dissertation. The dissertation will contain an introduction and review of the literature which conceptually links the submitted studies, the studies themselves (exactly as they have been prepared for publication), and a conclusion which pulls the results together in a broader theoretical framework.

Model 2 dissertation. Students may choose to carry out a more traditional dissertation involving the appropriate written presentation of original research carried out by the student under the guidance of the student's dissertation committee chair.

Dissertation Defense. The dissertation defense will be the same for both dissertation models and will consist of an oral presentation of the dissertation material to the doctoral committee and a publicly invited audience.

Award of the Degree. The Doctor of Philosophy degree in language and communicative disorders will be awarded jointly by the Regents of the University of California and the Trustees of The California State University in the names of both institutions.

Financial Support. Funding for graduate students cannot be guaranteed, although every effort will be made to provide students with some form of support through faculty grants, graduate teaching associateships, research assistantships, or scholarships. The program endeavors to provide financial support that will enable all students to devote full time to study and research training. Financial support will be awarded consistent with the policies of the Graduate Divisions at each campus. Tuition and fees will be determined in accord with extant policies at the campus in which the student is matriculated in a given year.

Credentials

The Department of Communicative Disorders offers academic and practica coursework applicable to two credentials required for working in California public schools: The Clinical-Rehabilitative Services (C-RS) Credential (**Credential Code: 00900**) and the Education Specialist Credential for the Deaf and Hard of Hearing (**Credential Code: 00461**).

Applicants to a credential program are required to submit scores from the California Basic Education Skills Test (CBEST) as part of the application for admission to a credential program. Note that the CBEST is given only three or four times each year.

Credential candidates are required to have the Certificate of Clearance (finger printing) prior to beginning the school experience. Candidates should apply for the Certificate of Clearance several months

prior to submitting an application to the department for school practicum placement in order for the certificate to be processed in time for the placement.

Education Specialist Credential: Deaf and Hard-of-Hearing (Credential Code: 00461)

The Education Specialist Credential for the Deaf and Hard-of-Hearing is required for persons wishing to teach children and youth who are deaf, hard-of-hearing, or deaf with special needs. The coursework in this special sequence meets the standards of the California Commission on Teacher Credentialing and the National Council on Education of the Deaf.

Admission Requirements:

1. Formal application to the graduate program in the Department of Communicative Disorders. Applicants must satisfy the admission requirements for classified graduate standing with a concentration in education of learners who are deaf, hard-of-hearing, or deaf with special needs.
2. Interview with a faculty member in the Department of Communicative Disorders.
3. American Sign Language proficiency at the intermediate level or higher as assessed by an SDSU-ASL proficiency interview.
4. Passing scores on the MSAT, RICA, and CBEST.

Program Requirements:

1. Coursework selected from the Departments of Communicative Disorders, Policy Studies in Language and Cross-Cultural Education, and Special Education.
2. A minimum of 200 hours of supervised clinical practica.
3. A minimum of 300 hours of supervised student teaching in special day and residential school settings.

The credential program involves a total of 56 units. The following courses are required:

Core courses: Communicative Disorders 550; Policy Studies in Language and Cross-Cultural Education 600; Special Education 500, 501, 502.

Pedagogy courses: Communicative Disorders 655, 657, 668; Policy Studies in Language and Cross-Cultural Education 601, 650, 651.

Deaf and Hard-of-Hearing courses: Communicative Disorders 511, 556, 562, 656, 658, 659, 675, 953.

Clinical-Rehabilitative Services Credential (Credential Code: 00900)

The Clinical-Rehabilitative Services Credential has three options: Language, Speech and Hearing (LSH); Audiology; and Language, Speech and Hearing including the Special Class Authorization (SCA). Students desiring to work with pupils with speech, language, and hearing impairments on an itinerant or pull-out basis must complete the Clinical-Rehabilitative Services (C-RS) Credential for Language, Speech and Hearing (LSH). Students who wish to be school audiologists must complete the Clinical-Rehabilitative Services Credential for Audiology. Students who plan to teach in the classroom under the Special Day Class Authorization must complete a program of education courses and experiences in addition to completing the requirements for the LSH option.

A master's degree in communicative disorders is required of all candidates graduating with a C-RS credential.

Candidates for C-RS credential in Language, Speech and Hearing (LSH) or Audiology (A) must complete the requirements for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association and the requirements of California licensure in Language and Speech and/or Audiology. See sections on Certificates and Licensure.

Admission Requirements:

1. Formal application to San Diego State University and to the Department of Communicative Disorders. All applicants for the credential must satisfy the admission requirements of the university and of the department for classified graduate standing and be recommended by the department for admission to the credential program.
2. California Basic Education Skills Test (CBEST) results.
3. Interview with the coordinator of the specific credential option (Language, Speech, and Hearing; Audiology; Special Class Authorization).

Program Requirements:

The program of professional preparation for the C-RS Credential in Language and Speech or Audiology requires a minimum of 75 semester credit hours, including a minimum of 27 semester credit hours in basic sciences and a minimum of 36 semester credit hours in professional coursework. At least 30 of the 36 semester credit hours must be in courses for which graduate credit is received, and at least 21 of the 30 graduate semester credit hours must be in the professional area for which the credential is sought. The candidate must complete a minimum of 25 supervised observation hours and 350 clinical contact hours including 50 clock hours in each of three types of clinical setting. This credential also requires that a minimum of 100 clock hours be completed in the school setting. See the section on Certificates and the Credential Coordinator for additional information.

C-RS Language, Speech and Hearing

The following courses are required: Communicative Disorders 106, 205, 300, 320, 321, 322, 340, 340L, 503, 511, 512, 513, 514, 517, 524, 525, 526, 539, 541, 546, 613 or 614, 618, 521 (child screening) or 619 or 676, 601 or 654, 626 or 627, 630, 672 or 673, 675, 929 and 933A. Other required courses include Child and Family Development 270 and 270L, 570, 697, or appropriate experience; Communicative Disorders 323 or Physics 201; Psychology 101 or Sociology 101; Psychology 230, 260; Special Education 500.

C-RS Audiology

The following courses are required: Communicative Disorders 106, 159, 205, 300, 320, 321, 322, 323, 340, 340L, 511, 512, 513, 517, 521, 525, 541, 542, 545, 546, 610, 611, 620, 627, 630, 643, 644, 645, 646, 647, 648, 668 or 672 or 673, 929, 933 (audiology placement). Other required courses include Child and Family Development 270 and 270L or 697 or appropriate experience; Physics 201; Psychology 101 or Sociology 101; Psychology 230; and Special Education 500. Communicative Disorders 514 is recommended.

C-RS Language, Speech and Hearing including Special Class Authorization

Program Requirements:

1. A current Clinical Rehabilitative Services Credential in Language and Speech or an earlier California credential that authorizes the provision of itinerant speech-language services in public schools.
2. Verification of subject matter competence prior to advancement to fulltime daily teaching responsibilities.
3. Demonstration of knowledge of alternative methods of developing English language skills.
4. Satisfaction of the Level I core requirements for the Special Education Specialist credentials.
5. Completion of a minimum of 100 hours of teaching in a Communicatively Handicapped course.

The following courses are required: Communicative Disorders 655, 929, 933B, Special Education 501, Teacher Education 526, 610A, 630, 637, 910A, 930.

Certificates and Licensure

Preparation Leading to the Certificate of Clinical Competence from the American Speech-Language Hearing Association

Students may complete the academic and clinical practice requirements leading to the Certificate of Clinical Competence in Speech-Language Pathology (CCC-Sp) or to the Certificate of Clinical Competence in Audiology (CCC-A) given by the American Speech-Language-Hearing Association (ASHA). The certificate requires a master's degree and 75 semester units (at least 27 of the 75 semester units must be in basic science coursework, and at least 36 of the 75 semester units must be in professional coursework). At least 30 of the 36 professional coursework units must be in courses for which graduate credit was received. A minimum of 21 of the 30 units must be completed at the graduate level in the professional area for which the certificate is sought. The certificate requires 375 clock hours of supervised clinical observation (25 hours) and clinical practicum (350 hours), and at least 250 or the 350 clock hours must be in the professional area for which the certificate is sought while the applicant is engaged in graduate study. Clock hours must satisfy designated categories for age span, types of disorders, assessment and intervention. The applicant must pass a national examination in the area for which the certificate is sought and complete a Clinical Fellowship (following approval of academic coursework and clinical practica). Consult an adviser in the area in which certificate is desired.

Preparation Leading to the Professional Certificate from the Council on Education of the Deaf

Students may complete the academic and practica requirements leading to the Professional Certificate given by the Council on Education of the Deaf. The Professional Certificate requires a specific pattern of courses and teaching experiences. Consult an adviser in the Program for Education of the Deaf for more information.

Preparation Leading to State Licensure in Speech Pathology or Audiology

Students may complete the academic and clinical practicum requirements leading to California State Licensure in Speech Pathology or in Audiology, a legal requirement for all individuals professionally employed in non-public school settings and some public school settings. The Speech Pathology and Audiology Examining Committee which operates within the California State Board of Medical Quality Assurance requires a master's degree or equivalent in communicative disorders in the area (Speech Pathology or Audiology) in which the license is to be granted, 300 clock hours of supervised clinical experience, a national examination, and nine months of full-time supervised work experience (Required Professional Experience). Most Licensure and ASHA Certification requirements may be fulfilled concurrently. Consult an adviser in the area in which licensure is desired for specific information.

Liability Insurance

Students enrolled in Communicative Disorders 340L, 357, 525, 526, 541, 545, 546, 556, 626, 627, 645, 646, 656, 676, 933, 953 are required to purchase professional liability insurance.

Early Intervention Certificate

No new students are being admitted to this certificate program during the 2002-2003 academic year.

The Early Intervention Certificate is designed to prepare speech-language pathologists to work with infants, toddlers, preschoolers, and their families. The certificate program is appropriate for graduate students in communicative disorders who wish to specialize in early

intervention practice. The number of persons admitted to the program each year may be limited.

Candidates for the certificate must be enrolled in or have completed the communicative disorders graduate degree program with a concentration in speech-language pathology. To be admitted into the certificate program and to be eligible for a certificate of completion, the student must obtain an approved plan of study from the department's Early Intervention Certificate coordinator and apply to the Graduate Division. Upon completion of requirements for the certificate program, the student must submit to the Graduate Division a certificate completion form signed by the department chair.

The certificate program requires completion of 14 units, including 10 units of substantive coursework, one unit of independent study (CDIS 798) to obtain preclinic observation hours (25 hours), and three units of clinic courses (75 hours of patient contact). The practica hours obtained for the Early Intervention Certificate are applicable to the minimum needed for professional licensure and national certification.

- CFD 570 Infant/Toddler Development (3)
- SPED 528 Young Children with Disabilities and Their Families (3)
- Elective selected from 600-700 level courses with approval from Certificate Coordinator (3)
- CDIS 798 Observations of Speech-Language Pathologists Working with Infants, Toddlers, and Preschoolers (1)
- CDIS 521/526/626 or 619/627 (3) Clinic courses providing 75 hours of practica with infants, toddlers, and preschoolers.

The clinic courses require eligibility for clinic and approval by the Clinic Director of Speech-Language Pathology similar to all clinic assignments. The student must meet with the Clinic Director of Speech-Language Pathology to work out clinic assignments appropriate for the Early Intervention Certificate. With approval of the graduate adviser, a student may apply up to three units of communicative disorders coursework from the certificate program toward a master's degree in communicative disorders.

Bilingual Speech-Language Pathology Certificate

The Certificate in Bilingual Speech-Language Pathology is designed for students who plan to work with bilingual populations with communicative disorders.

To be a candidate for the certificate, the student must be actively seeking state licensure or a master's degree program in speech-language pathology since the certificate is coordinated with these endeavors. Candidates seeking admission to the certificate program must present acceptable GRE scores and schedule an interview with the departmental certificate coordinator to ascertain specific requirements and units. They must demonstrate a proficiency in two languages (English and one other) and satisfy admission requirements of the University and the department as listed in the Bulletin of the Graduate Division. The certificate is limited to those languages for which there is an available clinical population. Consult the certificate coordinator for approved languages.

The certificate program requires completion of 13 units including nine units of substantive coursework and four units of graduate practicum with the targeted bilingual population. The certificate is competency-based and up to three units of specific requirements may be waived upon demonstration of competency. Course requirements include Communicative Disorders 672, 673, 794 and/or 795 upon approval of the certificate coordinator. Students interested in a target language other than Spanish may take Communicative Disorders 798 with permission from the certificate coordinator.

With the approval of the department, a student may apply no more than three units of coursework from the certificate program toward the master's degree.

Courses Acceptable on Master's and Doctoral Degree Programs in the Department of Communicative Disorders (C DIS)

UPPER DIVISION COURSES

503. Low Incidence Communicative Disorders (3)

Prerequisites: Communicative Disorders 320 and 321.

Characteristics, etiologies, assessment, and intervention strategies for fluency, voice, and craniofacial/cleft palate disorders.

511. Pediatric Aural Rehabilitation (3)

Prerequisites: Communicative Disorders 320, 323, and 340. Recommended: Communicative Disorders 300, 357, and 513.

Theoretical, methodological, and technical issues related to facilitating receptive and expressive communication in individuals who are deaf or hard-of-hearing. Emphasizes multidisciplinary case management of children.

512. Phonological Development, Disorders, and Methods (3)

Prerequisite: Communicative Disorders 320.

Normal and disordered phonological development, characterization of phonological disorders, assessment frameworks and methods, and intervention strategies. Appeal to clinical case studies to illustrate methodologies, plan remediation, and facilitate critical thinking through problem-solving. Up to four hours clinical observation required.

513. Language Development, Disorders, and Methods: Infancy Through Preschool (3)

Prerequisites: Communicative Disorders 205, 300, 320, 321.

Language delay and disorders as they relate to developmental theory and clinical practice from birth through five years of age. Methods of assessment and intervention of language impairments and differences in hearing and deaf children. Four hours clinical observation required.

514. Language Development, Disorders, and Methods: School Age and Adolescence (3)

Prerequisites: Communicative Disorders 205, 300, 320, 321.

Language delay and disorders as they relate to developmental theory and clinical practice for school-age children ages 6 to 18 years. Methods of assessment and intervention of language impairments and differences in hearing and deaf children. Four hours clinical observation required.

517. Diagnostic Methods in Speech-Language Assessment (3)

Two lectures and two hours of educational activities.

Prerequisites: Credit or concurrent registration in Communicative Disorders 512 and Communicative Disorders 513 or 514.

Principles and procedures for culturally relevant assessment of communication disorders in children and adults. Ethnographic interviewing; formal, informal and unbiased testing; clinical reporting. Practice with selected methods and tools. Four to eight hours observation of diagnostic practicum required.

521. Speech-Language Screening of Children (1)

Three hours of laboratory screening per week.

Prerequisites: Communicative Disorders 512, 513, 517, and clinic clearance.

Screening speech and language of children in various community facilities and settings.

522. Speech-Language Screening of Adults (1) Cr/NC

Three hours of laboratory screenings per week.

Prerequisites: Communicative Disorders 517, 539, and clinic clearance.

Screening the speech and language of adults in various community facilities.

524. Clinical Methods in Speech-Language Pathology (3)

Prerequisites: Communicative Disorders 512 and Communicative Disorders 513 or 514.

Clinical issues, policies, and methods in speech-language pathology. Experience in writing lesson plans and clinical reports. Includes clinical observation to partially fulfill requirements for clinic clearance. May be taken concurrently with Communicative Disorders 525.

525. Introductory Clinical Practice (1)

Two hours of therapy, one hour of staffing per week, and grand rounds attendance once per month.

Prerequisites: Grade point average of 2.75 or better in Communicative Disorders 320, 321, 340, 340L, 512; 513 or 514; and credit or concurrent registration in 524.

Orientation to clinic, supervised observation, and practicum with representative speech and language problems.

526. Clinical Practice in Speech-Language Pathology (1-2)

Two hours of therapy, one hour of staffing per week, and grand rounds attendance once per month.

Prerequisite: Grade of C or better in Communicative Disorders 525.

Supervised practice with representative speech and language problems. Up to two units may be taken concurrently; maximum credit two units. Qualified transfer students must enroll in at least one unit of 526 prior to 626.

539. Neuropathologies of Speech and Language (3)

Prerequisites: Communicative Disorders 321 and 513.

Research and theory concerning nature, etiologies, and principles of disorders of speech and language resulting from pathologies of the nervous system.

540. Hearing Conservation and Audiometry for School Nurses (3)

Prerequisite: Registered nurse.

Builds on registered nurse's knowledge of anatomy, physiology, and medical-surgical treatment of disease as it relates to auditory mechanism. Designed to give background in hearing screening (pure tone and impedance) and awareness of ramifications of hearing loss in children necessary for referral and follow-up. Fulfills three-unit requirement for the School Nurse Credential and may be used toward the six-unit State Audiometric Certificate requirement. Not open to students with credit in Communicative Disorders 205, 340, 340L.

541. Hearing Screening of Children (1) Cr/NC

Three hours of laboratory screening per week.

Prerequisites: Communicative Disorders 340 and 340L.

Field experiences in audiometric and impedance screening of children to obtain contact hours in screening required by American Speech-Language-Hearing Association, California License, and Clinical-Rehabilitative Services credential.

542. Diagnostic Audiology (3)

Two lectures and two hours of activity.

Prerequisite: Communicative Disorders 340L.

Advanced audiometric procedures, including speech measures, masking, immittance, special tests, cerumen management, central assessment, and calibration. Practice with clinical report writing and clinical decisions.

545. Clinical Practice in Audiologic Assessment (1-3)

Two hours of evaluation and one hour of staffing.

Prerequisites: Communicative Disorders 340 and credit or concurrent registration in Communicative Disorders 542.

Supervised practicum with pure tone, speech, immittance, and special audiologic testing. One unit represents two hours of clinical contact and one hour of staffing per week. Maximum credit three units.

546. Clinical Practice with Aural Rehabilitation (1)

Two hours of therapy, one hour of staffing per week, and grand rounds attendance once per month.

Prerequisites: Grade of C or better in Communicative Disorders 511 and a minimum of two units in Communicative Disorders 525, 526, and/or 545.

Supervised practicum in aural rehabilitation. One unit represents two hours of clinical contact and one hour of staffing per week.

550. Education of Deaf Children and Youth (3)

Prerequisite: Communicative Disorders 350.

Educational programs, services and resources for learners who are deaf; historical background, philosophy, sociological and psychological problems.

556. Clinical Practice with Learners Who Are Deaf or Hard-of-Hearing (1)

Two hours of supervision, one hour of staffing per week, and grand rounds attendance once per month.

Prerequisites: Communicative Disorders 159, 357; credit in two of the following and concurrent registration in the third: Communicative Disorders 511, 513, 562. Admission to clinical practicum includes successful completion of competency examination.

Supervised therapy with representative challenges found in the deaf and hard-of-hearing population. Maximum one unit first semester; maximum credit two units.

562. Oral Communication for Children Who Are Deaf or Hard-of-Hearing (3)

Prerequisite: Communicative Disorders 550.

Current methods for developing oral/aural communication skills with learners who are deaf or hard-of-hearing and youth. Differential problems of acquisition of communicative competence. Assessment and intervention procedures for classroom and clinical settings.

570. Dysphagia (3)

Prerequisite: Communicative Disorders 539.

Measurement techniques and research in dysphagia. Assessment and treatment of dysphagia and swallowing problems in children and adults.

580. Communication Problems of the Aging (3)

Prerequisites: Twelve upper division units in an appropriate major.

Normal communication processes and aging, including memory and cognition for speech and language, and physiological changes; speech and language pathologies; hearing problems and rehabilitation, including hearing aids, psychosocial aspects of communication, including family dynamics; and resources available within the community. Open to majors and nonmajors.

595. Research Practicum (1-3)

Prerequisites: Consent of instructor and approval of department chair.

Participation in a specific research activity under faculty supervision. Maximum combined credit of six units of Communicative Disorders 595 and 795.

596. Selected Topics in Communicative Disorders and Science (1-4)

Prerequisite: Twelve units in communicative disorders and science courses.

Specialized study of selected topics from the area of speech-language pathology, audiology, education of the hearing impaired, and speech and hearing science. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596. Maximum credit of three units of 596 applicable to a master's degree. Maximum combined credit of six units of 596 and 696 applicable to a 30-unit master's degree.

GRADUATE COURSES

600. Research and Bibliography (3)

Prerequisites: Admission to one of the graduate programs in communicative disorders; Psychology 270 or another appropriate statistics course.

Scientific method, critical research evaluation and scientific writing, professional ethics and human subjects protocol. Modern bibliographic research techniques, including Internet.

601. Seminar in Speech and Hearing Science (3)

Prerequisite: Classified graduate standing.

Instrumentation and measurement techniques in communicative disorders and sciences. Techniques applied to the specific clinical and research areas of speech, hearing and language.

602. Adult Language Disorders (3)

Prerequisite: Communicative Disorders 539.

Research in diagnosis and therapy for adults with disorders of symbolization and syntax.

603. Seminar in Neurophysiologically Based Communication Disorders (3)

Prerequisites: Communicative Disorders 539 and 50 hours of clinical practicum. Recommended: Second year graduate level standing.

Diagnostic and treatment issues associated with persons with neurological disorders. Application of research to communication disorders across the life span.

604. Seminar in Craniofacial Disorders (3)

Prerequisites: Communicative Disorders 321, 340; and 50 hours of supervised practicum. Recommended: Concurrent registration in Communicative Disorders 626.

Review of research in diagnosis and therapy for persons with cleft palate and other craniofacial disorders.

607. Theoretical Issues in Phonological Disorders (3)

Theories of phonology and phonological development as applied to normal and disordered systems. Assessment and treatment of phonological disorders as based on theoretical predictions and treatment efficiency research. Application of language universals, learning data, and multilingual issues to clinical practice.

608. Motor Speech Disorders (3)

Prerequisite: Communicative Disorders 539.

Dysarthria and apraxia of speech. Techniques of differential diagnosis and treatment of these motor speech disorders.

610. Hearing Amplification (3) I

Prerequisites: Communicative Disorders 340 and 542.

Hearing aid components, functions, electroacoustic analyses, selection, verification techniques, orientation, follow-up, and troubleshooting.

611. Aural Rehabilitation (3)

Prerequisites: Communicative Disorders 542 and 610.

Theoretical, methodological, and technological issues related to aural rehabilitation and cochlear implants.

613. Seminar on Child Language Disorders (3)

Prerequisites: Communicative Disorders 513, 517, and 525 or 526.

Evaluation of major theories of language development and disorders with focus on specific language impairment, development of assessment and intervention procedures, and application of research to clinical practice.

614. School Age Children Language Development and Disorders (3)

Prerequisites: Communicative Disorders 514 and 526.

Contrastive study of normal and disordered language development in children five years through adolescence, including syntax, semantics, pragmatics, figurative language and metalinguistics. Integration of assessment and intervention for language disorders and associated speech and language based reading and writing disorders.

618. Diagnostic Practicum in Speech-Language Pathology (3)

Six hours of supervision, three hours of staffing, and Grand Rounds attendance once per month.

Prerequisites: Communicative Disorders 517, 525, and consent of instructor.

Supervised clinical practice in diagnostic methods.

619. Diagnostic Practicum in Communicative Disorders: Multidisciplinary Assessment (2)

Four hours of supervision, two hours of staffing, and Grand Rounds attendance once per month.

Prerequisites: Grade of C or better in Communicative Disorders 517. Credit or concurrent registration in Communicative Disorders 526.

Participation in multidisciplinary assessment of infants and toddlers.

620. Seminar in Amplification Research and Technology (3)

Prerequisites: Graduate standing, Communicative Disorders 610, credit or concurrent registration in Communicative Disorders 645.

Critical evaluation of research in amplification, advances in hearing aid analysis techniques, hearing aid processing strategies, hearing aid selection and verification procedures, hearing aid outcome measures and programmable technology.

626. Advanced Clinical Practice in Speech-Language Pathology (1-3)

Two hours of supervision, one hour of staffing, and Grand Rounds attendance once per month.

Prerequisites: Communicative Disorders 340, 526, and departmental approval.

Supervised work with representative advanced speech and language disabilities. Twenty-six hours of practicum required per unit. Up to three units may be taken concurrently.

627. Advanced Field Clinical Practice in Speech-Language Pathology and Audiology (1-3) Cr/NC

Two hours of therapy, one hour of staffing, and Grand Rounds attendance once per month.

Prerequisites: Communicative Disorders 618, 626, and consent of instructor. Audiology students need only consent of instructor.

Supervised practice with speech-language-hearing problems in off-campus settings. One unit represents 26 hours of direct clinical practice. Up to three units may be taken concurrently.

630. Family Communication Dynamics (3)

Prerequisites: Communicative Disorders 322 and 526.

Communication environment in the home. Parent-child interaction in relation to origin and alleviation of functional and organic speech disorders.

640. Psychoacoustics (3)

Prerequisite: Communicative Disorders 542.

Psychophysical concepts underlying clinical audiology. Overview of psychoacoustic abilities in individuals with normal hearing and sensorineural hearing loss.

643. Auditory Physiology and Otoacoustic Emissions (3)

Prerequisite: Graduate standing.

Peripheral and central physiology of auditory system. Mechanisms underlying normal and clinical populations. Relation of physiology to measures of otoacoustic emissions. Practical experience in conducting and interpreting otoacoustic emissions.

644. Diagnostic Audiology II (3)

Prerequisites: Communicative Disorders 542, 545, and credit or concurrent registration in Communicative Disorders 627.

Advanced diagnostic methods and clinical evaluation strategies. Emphasis on aural pathologies and clinical problem solving.

645. Advanced Clinical Practice in Audiologic Assessment (1-2) Cr/NC

Prerequisites: Grade of B or better in Communicative Disorders 542 and 545.

Supervised practicum with pure tone, speech, immittance, and special audiologic testing. One unit represents two hours of clinical contact and one hour of staffing per week.

646. Advanced Clinical Practice in Aural Rehabilitation (1) Cr/NC

Two hours of therapy and one hour of methods.

Prerequisites: Minimum of two units in Communicative Disorders 525, 526, 545, 626 or 645. Recommended: Credit or concurrent registration in Communicative Disorders 610.

Supervised practicum with representative cases requiring advanced preparation in aural rehabilitation.

647. Auditory Evoked Potentials (3)

Prerequisite: Graduate standing.

Theoretical and clinical aspects of auditory evoked potentials, with emphasis on auditory brainstem response. Additional topics include electrocochleography, middle latency responses, cortical auditory evoked potentials (N1-P2), and auditory event-related potentials (MMN, P3).

648. Pediatric Audiology (3)

Prerequisite: Communicative Disorders 542.

Auditory assessment techniques for infants and young children. Embryology of auditory system; development of auditory behavior.

653. Vestibular Physiology, Assessment, and Rehabilitation (3)

Prerequisite: Graduate standing.

Physiology of peripheral and central pathways associated with balance. Mechanisms underlying normal and clinical populations. Methodology and interpretation of balance system assessment, including ENG, posturography, and rotational chair. Approaches to rehabilitation strategies for persons with balance disorders.

654. Seminar in Physiological Phonetics (3)

Prerequisite: Communicative Disorders 512.

Physiology underlying the production of continuous speech, including transitional movements, based on a syllabic concept.

655. Curriculum in Education of the Deaf and Hard-of-Hearing (3)

Prerequisites: Communicative Disorders 513 and 556.

Application of cognitive processing theory to development and evaluation of curriculum, materials, and procedures; selection of learning modalities and appropriate modification of curriculum.

656. Advanced Clinical Practice with Learners Who are Deaf or Hard-of-Hearing (1) Cr/NC

Three hours of laboratory.

Prerequisite: Communicative Disorders 556.

Supervised clinic practicum at an advanced level with representative deaf cases. Maximum two units per semester; maximum credit four units.

657. Assessment of Learners Who are Deaf or Hard-of-Hearing (3)

Prerequisite: Communicative Disorders 556.

Diagnosis of multiple-handicapped, hearing impaired children; including clinical teaching, critical overview of assessment methods, materials and equipment, prognosis, current philosophies and trends.

658. Seminar in Deafness (3)

Prerequisites: Communicative Disorders 550 and 556.

Problems of deafness, evaluation of research, interdisciplinary approach to aural habilitation. Offered every other year. See Class Schedule for specific content and semester offered.

659. Seminar in Education of Deaf-Blind Children and Youth (3)

Prerequisite: Communicative Disorders 656.

Interdisciplinary approach to education of deaf-blind children and youth. Development of communicative competence. Offered in alternate years. See Class Schedule for specific content and semester offered.

668. Multicultural Issues in Deafness (3)

Prerequisite: Communicative Disorders 350 or equivalent experience.

Review and analysis of research in multicultural lifespan communication processes in deaf individuals. Emphasis on communication needs in health care, education, and informal social settings.

670. Seminar in Professional Issues in Communicative Disorders (3)

Prerequisite: Graduate standing.

Ethical and legal issues, practice standards, employment and business consideration (including hearing aid dispensing), supervision, and private practice.

672. Assessment and Intervention of Bilingual Children with Communicative Disorders (3)

Assessment and intervention approaches for bilingual children with communicative disorders. Consideration of available cross-linguistic identification criteria and instruments. Factors influencing selection of procedures, planning, and program models.

673. Seminar in Communicative Disorders in Bilingual Spanish-English Children (3)

Prerequisites: Communicative Disorders 300 and demonstrated Spanish language competence.

Normal and atypical Spanish language development applied to assessment and treatment of communication disorders in bilingual and monolingual Spanish children. Alternative assessment and intervention methods.

675. Augmentative Communication (3)

Prerequisites: Communicative Disorders 300 and 526 or 546.

Alternative and augmentative approaches, strategies and technology for individuals with severe communication impairments. Assessment and intervention. Project required.

676. Assistive Device Assessment Program for Communicatively Handicapped (2)

Prerequisite: Communicative Disorders 618.

Assessment of communication skills of disabled individuals, environmental needs and appropriateness of augmentative communication aids. Remediation recommendations. Maximum credit four units.

696. Selected Topics in Communicative Disorders and Sciences (1-3)

Prerequisite: Graduate standing.

Intensive study in specific areas of audiology, education of hearing impaired, speech and hearing science, and speech-language pathology. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree. Maximum combined credit of six units of 596 and 696 applicable to a 30-unit master's degree.

790. Seminar in Foundations of Language Science (3)

Prerequisite: Consent of instructor.

Current issues, theory, and research concerning language representation and processing. Emphasis on bringing evidence from linguistics, cognitive psychology, philosophy, psycholinguistics, neuropsychology, and speech-language pathology to bear on theories of human language processing.

792. Seminar in Disorders of Language and Cognition/Adult (3)

Prerequisite: Consent of instructor.

Current topics in cognitive sciences, psychology, psycholinguistics, communicative disorders, and neuropsychology, as they relate to theories of language and cognitive breakdown in aphasia and other neurological deficits in adults.

793. Seminar in Disorders of Language and Cognition/Children (3)

Prerequisite: Consent of instructor.

Language impairment in children, including primary versus secondary language impairment, modular versus processing explanations, relationships between language and cognition, as well as disassociations of development across different populations.

794. Seminar in Language Disorders in Multilingual Populations (3)

Prerequisite: Consent of instructor.

Language disorders in linguistically diverse populations. Disorders of phonological, morphological, syntactic, and semantic aspects of target languages and their clinical implications.

795. Advanced Research Practicum (3)

Prerequisites: Consent of instructor and approval of department chair.

Participation in a specific research activity under faculty supervision. Maximum combined credit of six units of Communicative Disorders 595 and 795.

797. Research (1-3) Cr/NC/RP

Prerequisites: Communicative Disorders 600 and consent of supervisor, to be arranged with department chair.

Research in speech-language pathology, deaf education or audiology. Maximum credit three units applicable to a master's degree.

798. Special Study (1-3) Cr/NC/RP

Prerequisites: Communicative Disorders 600 and consent of staff, to be arranged with department chair and instructor.

Individual study. Maximum credit six units applicable to a master's degree.

799A. Thesis or Project (3) Cr/NC/RP

Prerequisites: An officially appointed thesis committee, advancement to candidacy, and Communicative Disorders 795 or 798.

Preparation of a project or thesis for the master's degree. Participation in the department's professional development seminar is required unless waived by the coordinator of the graduate program.

799B. Thesis or Project Extension (0) Cr/NC

Prerequisite: Prior registration in Thesis or Project 799A with an assigned grade symbol of RP.

Registration required in any semester or term following assignment of RP in Course 799A in which the student expects to use the facilities and resources of the university; also student must be registered in the course when the completed thesis or project is granted final approval. Participation in the department's professional development seminar is required unless waived by the coordinator of the graduate program.

897. Doctoral Research (1-15) Cr/NC/RP

Prerequisite: Admission to the doctoral program.

Individual investigation to the general field of the dissertation.

898. Doctoral Special Study (1-8) Cr/NC/RP

Prerequisite: Admission to the doctoral program.

Individual study in the field of specialization. Maximum credit eight units applicable to the doctoral degree.

Communicative Disorders

899. Doctoral Dissertation (1-15) Cr/NC/RP

Prerequisites: An officially constituted dissertation committee and advancement to candidacy.

Preparation of the dissertation for the doctoral degree. Enrollment is required during the term in which the dissertation is approved.

929. Orientation to Public School Practicum (1)

Prerequisites: Communicative Disorders 517. Minimum of 100 hours of supervised clinical practicum and departmental approval. Concurrent registration in Communicative Disorders 933 or 953.

Goals, materials and procedures for organizing and administering speech, language and hearing programs in the school.

933. Clinical Practice in Public Schools (4 or 5) Cr/NC

Prerequisites: Communicative Disorders 614 (not audiology students). Credit or concurrent registration in Communicative Disorders 929; four units of practica; postbaccalaureate standing; California Basic Education Skills Test; Certificate of Clearance; departmental approval prior to admission.

Clinical practice in elementary or secondary schools or community colleges in speech-language pathology or audiology. Applies only toward the Clinical-Rehabilitative Services Credential (C-RS) or for the Certificate of Clinical Competency in Speech-Language Pathology

(ASHA). Enroll in Communicative Disorders 933A for the Language, Speech and Hearing Credential (LSH). Candidates seeking the Special Class Authorization or Severe Language Handicap (SLH) Credential must enroll in both sections Communicative Disorders 933A and 933B, sequentially or concurrently.

A. Clinical Practice in the Public Schools: Language, Speech and Hearing, 4 units (120 clock hours).

B. Clinical Practice in the Public Schools: Severe Language Handicaps, 5 units (150 clock hours).

953. Directed Internship: Education of the Deaf (1-5) Cr/NC

Prerequisites: Communicative Disorders 655, 657, 658, 668, and two units of 656. ASL fluency evaluation required prior to enrollment.

Supervised student teaching in schools and special day classes with learners who are deaf, hard-of-hearing, or deaf with special needs. Practicum meets standards of California Commission on Teacher Credentialing and National Council on Education Council on Education of the Deaf.

