

Table of Contents

Communication Disorders and Sciences..... 1

Communication Disorders and Sciences

The Communication Disorders and Sciences program offers graduate work leading to the Master of Science degree. The program in communication disorders and sciences is designed to develop competence in the assessment and treatment of persons with communication disorders.

The master's degree programs in communication disorders and sciences is 63-66 semester hours. Candidates have the option of a research paper or a thesis. Candidates concentrating primarily on preparation for entry into the helping profession ordinarily opt to complete a research paper in their area of concentration. The thesis option typically requires a thesis of an experimental nature, a survey, or other form of research in which empirical data are collected and analyzed. Candidates must demonstrate their skills in formulating researchable questions or hypotheses, in identifying and/or manipulating relevant variables, and in the analysis and reporting of the results.

Coursework is planned to meet the academic and professional requirements for state and national certification, which are required for professional employment. These requirements comprise a minimum of 75 semester hours of course work, at least 30 semester hours of which must be at the graduate level. The M.S. degree program in speech-language pathology will culminate in eligibility for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and state licensure. ASHA certification is required for work in agencies, hospitals, medical centers, and higher education. Students may take additional course work to qualify them for the program maintains many active research facilities which provide laboratories and specialized equipment for the study of both the normal and impaired functions of the speech, language, and hearing processes.

Academic Standing

The graduate student whose overall graduate grade point average (GGPA) falls below 3.0 shall be placed on academic probation by the Graduate School. Students are restricted from clinical experiences while on academic probation. The time limit for being removed from probationary status shall be maximum of two consecutive regular semesters. If at this time the student's overall GGPA is not at least 3.0, the student's enrollment will be terminated. In addition, students whose semester GGPA falls below 3.0 for two consecutive regular semesters, will be terminated from the program. Grades of "C" or below are considered failing grades in the CDS graduate program.

Master's Degree Program Leading to Certification in Speech Pathology

The master's degree requires a minimum of 30 semester hours of acceptable graduate credit (3.0 average), at least 15 semester hours of which are at the 500 level. The program for the M.S. degree is a five semester course of study of approximately 63 to 71 semester hours. Specific course requirements and total number of hours are generally determined by advisement after consultation with the graduate student. The master's degree also requires that each student either successfully pass a comprehensive examination or successfully complete an approved thesis. Students must select one of the following plans:

Thesis Program: Certification In Speech Pathology

Required Core Courses (30 hours)

- **Speech – 12**
 - # CDS 505-3 Phonological Development & Disorders

- # CDS 510-3 Stuttering: Behavior Assessment and Therapy
- # CDS 512-3 Voice Disorders
- # CDS 541-3 Neurogenic Disorders of Communication II
- **Language – 9**
 - # CDS 507-3 Language Disorders
 - # CDS 517-3 Seminar: Language Disorders Birth to Three
 - # CDS 540-3 Neurogenic Disorders of Communication I
- **Speech or Language – 6**
 - # CDS 485-3 Special Topics (Counseling)
 - # CDS 485-3 Special Topics (Medical Speech)
- **Speech, Language or Hearing – 3**
 - # CDS 485-3 Special Topics (Advanced Aural Rehabilitation)
 - # Optional Electives: CDS 408, CDS 450, CDS 460, CDS 533, CDS 544, CDS 550, CDS 590, CDS 596

Required Clinical Courses: 29-32 hours

***varies depending on selection of CDS 598 or CDS 597**

- CDS 594-3 (A), CDS 594-3 (B), CDS 594-2 (C)
- CDS 598-9 Internship Communication Disorders
- CDS 598-9 Internship Communication Disorders (or CDS 597-12 Public School Practicum)
- CDS 591-1, CDS 591-1, CDS 591-1

Required Research Tools: 6 hours

- CDS 500-3 Research Design in Speech Pathology & Audiology
- 3 hours statistics or research design

Thesis: 3 hours

- 3 hours from CDS 599

Total: 68-71 hours

***varies due to student selection of CDS 598 or CDS 597**

Comprehensive Examination Program: Certification In Speech Pathology

Required Core Courses: 30 hours

- **Speech – 12**
 - # CDS 505-3 Phonological Development & Disorders
 - # CDS 510-3 Stuttering: Behavior Assessment and Therapy
 - # CDS 512-3 Voice Disorders
 - # CDS 541-3 Neurogenic Disorders of Communication II
- **Language – 9**
 - # CDS 507-3 Language Disorders
 - # CDS 517-3 Seminar: Language Disorders Birth to Three
 - # CDS 540-3 Neurogenics Disorders of Communication I
- **Speech or Language – 6**
 - # CDS 485-3 Special Topics (Counseling)
 - # CDS 485-3 Special Topics (Medical Speech)
- **Speech, Language, or Hearing–3**
 - # CDS 485-3 (Advanced Aural Rehabilitation)
 - # Optional Electives: CDS 408, CDS 450, CDS 460, CDS 533, CDS 544, CDS 550, CDS 590, CDS 596

Required Clinical Courses: 29-32 hours*

***varies depending on selection of CDS 598 or CDS 597**

- CDS 594-3 (A), CDS 594-3 (B), CDS 594-2 (C)
- CDS 598-9 Internship Communication Disorders
- CDS 598-9 Internship Communication Disorders (or CDS 597-12 Public School Practicum)
- CDS 595-1, CDS 595-1, CDS 595-1

Required Research Tools: 3 hours

- CDS 500-3 Research Design in Speech Pathology & Audiology

Comprehensive Exam: 1 hour

- 1 hour from CDS 593

Total: 63-66 hours

***varies due to student selection of CDS 598 or CDS 597**

Students may petition the faculty for a master's degree which does not include the clinical courses and does not culminate in eligibility or certification in speech pathology (minimum of 34 required hours).

Communication Disorders and Sciences Courses

CDS408 - Craniofacial Anomalies 408-3 Communicative Disorders: Craniofacial Anomalies. Development of cleft palate and related anomalies that cause communication disorders. Assessment and intervention of the communication disorders related to these impairments. Prerequisite: Coursework on the normal structure and function of the speech and hearing mechanism.

CDS410 - Multicultural Aspects:CDS 410-3 Multicultural Aspects of Communication Disorders. Students will explore different cultures and communication within these cultures. Emphasis will be placed on the relationship between cultural differences and communication disorders. Review of speech and language disorders in multicultural populations, as well as assessment and intervention strategies for use with this diverse group will be provided. Prerequisite: CDS 302, 303 or consent of instructor.

CDS420 - Intro Audiological Dsrdrs/Eval 420-3 Introduction to Audiological Disorders and Evaluation. Bases of professional field of audiology (orientation, anatomy, and physiology of the auditory system), major disease processes influencing hearing and their manifestations, measurement of hearing loss. Prerequisite: CDS 301 and 314.

CDS422 - Comm Probs-Hearing Impaired 422-3 Communication Problems of the Hearing Impaired. Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. Prerequisite: CDS 302, 303, and 420 or equivalents. Special approval needed from the instructor.

CDS450 - Neuroanatomical Basis Hum Comm 450-3 Neuroanatomical Basis of Human Communication. Examination of the central nervous system (brain and spinal cord) as it relates to normal and disordered human communication. Presentation of basic neuroanatomy, common neuropathologies relevant to communication disorders, and strategies in neurogenic problem solving. Prerequisite: CDS 314 or consent of instructor.

CDS460 - Augmentv/Alterntve Comm Syst 460-3 Augmentative and Alternative Communication Systems. An introduction to alternative and augmentative communication systems for non-vocal clients. Discussions include: use of aided and unaided augmentative systems, assessment procedures and training. Prerequisite: CDS 301 or consent of instructor.

CDS485 - Special Topics in CDS 485-1 to 9 (1 to 3 per 700 section number) Special Topics in Communication Disorders and Sciences. Topical presentations of current information on special interests of the faculty not otherwise covered in the curriculum. Designed to promote better understanding of recent developments related to disorders of verbal communication. Open to advanced undergraduate and graduate students. Special approval needed from the instructor.

CDS491 - Individual Study 491-1 to 9 (1 to 3 per semester) Individual Study. Activities involved shall be investigative, creative, or clinical in character. Must be arranged in advance with the instructor, with consent of the chair. Special approval needed from the chair.

CDS492 - Diagnostic Procedures:CDS 492-3 Diagnostic Procedures in Communication Disorders. A course devoted to discussion of the role of the speech and hearing clinician as a differential diagnostician. Special emphasis is placed on correlating information obtained from the oral-peripheral examination, articulation and language evaluation, audiometric and case history information in constructing the initial evaluation report. Special approval needed from the instructor.

CDS493 - Basic Clinical Practice 493-3 Basic Clinical Practice. Current information regarding diagnostic, treatment and documentation procedures in speech-language pathology will be presented through active observation in the clinical environment and classroom instruction. Special approval needed from the instructor.

CDS500 - Research Design in CDS 500-3 Research Design in Speech Pathology and Audiology. Evaluation of the strategies and procedural tactics of behavioral research.

CDS505 - Phonological Development 505-3 Phonological Development and Disorders. An introductory discussion of the important linguistic, physiological and acoustic variables which affect language production at the segmental and supra-segmental level of language; and an historical examination of the growth and development of distinctive feature systems from 1920 to the present. Concentration upon the mathematical, logical, physiological and acoustic assumptions of the various matrices, which have been developed. Prerequisite: CDS 302 or equivalent. Special approval needed from the instructor.

CDS507 - Language Disorders 507-3 Language Disorders. Discussion of the application of current theoretical implications and research findings to the syntactically impaired. This course emphasizes diagnostic and therapeutic models applicable to language disorders. Opportunities for research and clinical experience with young children displaying developmental language problems will be provided. Required for Master's students. Prerequisite: CDS 303 or consent of instructor.

CDS510 - Stuttering 510-3 Stuttering: Behavior Assessment and Therapy. Explores the assumptions underlying diagnosis and assessment. Procedures specific to the differential assessment of fluency failures are examined, evaluated and related to therapeutic strategies and the tactics of behavior change. Special approval needed from the instructor.

CDS512 - Voice Disorders 512-3 Voice Disorders. An intensive study of the variables of air stream modulation resulting from impaired structures and function of head and neck.

CDS517 - Comm Impair Birth-3 517-3 Seminar: Language Disorders Birth to Three. In this course we will identify a typical physical growth, cognitive and motor functions and other areas of development that affect communication in children ages 0 to three years. It will also infuse cultural awareness, and provide information on working with families, peer professionals, processes of teaming, referral and collaboration. Prerequisite: CDS 303 or equivalent or consent of instructor.

CDS518 - Prob Comm/Process Aging 518-3 Problems of Communication and the Process of Aging. Review problems of communication related to the aging process and examine relevant diagnostic and therapeutic techniques.

CDS519 - Medical SLP & AAC 519-3 Medical Speech-Language Pathology and Augmentative Communication. Disorders of communication that often occur in medical settings, including those related to traumatic brain injury and laryngectomy. Also focuses on persons with severe communication impairment and augmentative/alternative communication as a broad category of intervention procedures for this client population.

CDS533 - Sem: Speech & Audio Percep 533-3 to 6 (3,3) Seminar: Speech and Auditory Perception. Special problems in hearing and communication science. Students may choose from a wide range of topics: speech acoustic, kinesthetic and vibrotactile perception, voiceprint identification, synthetic and compressed speech, digital speech, electro stimulation of hearing, and neurophysiological basis for perception. One or more topics are pursued in depth. The seminar may be repeated for a total of six hours with different content. Special approval needed from the instructor.

CDS540 - Neurogen Disorder Comm I 540-3 Neurogenic Disorders of Communication I. Focus on aphasia and neurolinguistic science. A clinically oriented presentation of the aphasias, and related CNS language disturbances, will be integrated with an introduction to the broader field of neurolinguistics. Clinical aspects will focus on assessment of rehabilitation approaches in aphasia and related disorders. Other topics include cortical language representation, hemispheric functions (general), and review of basic neurolinguistic literature. Prerequisite: CDS 450 or consent of instructor.

CDS541 - Neurogenics II 541-3 Neurogenic Disorders of Communication II. Focus on the role of the pyramidal and extrapyramidal motor systems in speech production and speech disorders related to abnormalities in these motor systems. Discussion of the neurological basis and clinical management of the dysarthrias and verbal apraxia. Prerequisite: CDS 540 or consent of instructor.

CDS544 - ComptrTech:PhonDsordChld 544-1 to 6 Seminar: Computer Techniques for Phonological Disorders in Children. A laboratory based examination of the distinctive features used by children in the normal and abnormal acquisition of phonology. Discussions and practical projects are developed to further the student's understanding of current assumptions concerning the acoustical aspects of abnormal phonation and speech sound production. Group projects are developed using computer based speech sound digitizing equipment. Course credit is based upon the time involved and the complexity of the topic. Digital software and laboratory examination topics are varied to meet individual student needs. May be repeated as topics vary to a total of 6 hours.

CDS550 - Pro Training Seminar 550-1 to 15 Professional Training Seminar. A special seminar that provides doctoral students the opportunity to prepare and present papers on various aspects of speech-language pathology and audiology. Liberal discussion will follow each paper. All doctoral students are required to enroll for one credit each semester until admitted to candidacy. Graded S/U only. Only four credit hours are counted toward the Ph.D. degree.

CDS590 - Readings 590-1 to 4 (1 to 2, 1 to 2) Readings in Speech-Language Pathology and Audiology. Supervised and directed readings in specific areas of speech pathology and in audiology. Maximum of two hours counted toward Master's degree. Special approval needed from the chair.

CDS593 - Research Problems 593-1 to 3 Research Problems in Speech-Language Pathology and Audiology. Individual work upon selected problems for research. Special approval needed from the chair.

CDS594 - Adv Clinic: Prac Therapy 594-1 to 18 (1 to 3 per semester) Advanced Clinical Practice Therapy/SLP. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures. Overview of clinical practice in various settings, federal legislation and standards of ethical practice. Special approval needed from the instructor.

CDS595 - Clinic Seminar 595-1 Clinic Seminar. Taken concurrently with CDS 594. Topics differ each semester and are related to clinical practice, including those necessary for successful completion of advanced clinical practicum, internship/student-teaching, clinical fellowship and professional credentialing. Fulfills the reading instruction requirement for the Illinois Professional Educator License for speech-language pathologists. Partially fulfills the requirements for ASHA certification.

CDS596 - Adv Clinic: Hear Diagnostics 596-1 Advanced Clinical Practice: Hearing Diagnostics. Advanced clinical practice in hearing diagnostics. Emphasis will be placed on diagnostic techniques used in the preparation of basic and advanced audiological reports. Graded S/U only. Special approval needed from the instructor.

CDS597 - Public School Practicum 597-12 Public School Practicum. Public School internship provides the student with clinical experience under the supervision of a school-based certified speech-language pathologist. The student should receive experience with the disorders of fluency, articulation, voice, organics, language and hearing. The student should also gain administrative experience. Prerequisite: 150 to 200 clock hours. Special approval needed from the instructor. Lab fee: \$100.

CDS598 - Intern Comm Disorders 598-6 to 18 Internship Communication Disorders. Internship in a selected medical center, hospital clinic, community agency, or private clinic. The internship provides the

student with an intensive, professional, clinical experience under supervision of qualified and certified resident staff members. Special approval needed from the instructor.

CDS599 - Thesis 599-1 to 6 Thesis.

CDS600 - Dissertation 600-1 to 32 (1 to 16 per semester) Dissertation.

CDS601 - Continuing Enrollment 601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only.

CDS699 - Postdoctoral Research 699-1 Postdoctoral Research. Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted.

Communication Disorders and Sciences Faculty

Austin, Gary F., Professor, *Emeritus*, Ph.D., Northwestern University, 1973; 1984.

Beck, Richard J., Associate Professor, *Emeritus*, Ph.D., University of Wisconsin, 1987; 1990. Chronic pain, substance abuse, workers' compensation, and cross-cultural counseling.

Benshoff, John J., Professor, *Emeritus*, Ph.D., University of Northern Colorado, 1987; 1988. Rehabilitation Counseling.

Blache, Stephen E., Professor, *Emeritus*, Ph.D., The Ohio University - Athens, 1970; 1971.

Bordieri, James E., Professor, *Emeritus*, Ph.D., Illinois Institute of Technology, 1980; 1986. Vocational evaluation, rehabilitation administration, job placement, rehabilitation management.

Boyer, Valerie, Associate Professor, Ph.D., SIUC, 2006; 2009. Child Language, animal-assisted therapy.

Bryson, Seymour L., Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1972; 1969.

Crimando, William, Professor, Ph.D., Michigan State University, 1980; 1980. Job development and placement, computers in rehabilitation, adjustment services, staff training and development.

Cuvo, Anthony J., Professor, *Emeritus*, Ph.D., University of Connecticut, 1973; 1973.

Davis, Paula K., Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1989; 1995.

Dixon, Mark, Professor, Ph.D., University of Nevada-Reno, 1998; 2000. Behavior analysis, behavior therapy and medicine, gambling, brain injury.

Falvo, Donna, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1978; 1974.

Flowers, Carl, Professor and *Director*, Rh.D., Southern Illinois University Carbondale, 1993; 2002.

Franca, Maria Claudia, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2006; 2008. Voice science and multicultural issues related to communication disorders and sciences.

Greene, Brandon, Professor, *Emeritus*, Ph.D., Florida State University, 1979; 1979. Behavior analysis in consumer affairs; parent and staff training.

Jowett Hirst, Erica S., Assistant Professor, Ph.D., University of Kansas, 2014; 2015. Behavioral psychology, preference for skill-acquisition procedures, parent training.

Koch, D. Shane, Professor, Rh.D., Southern Illinois University, 1999; 2005. Rehabilitation counseling, alcohol, drugs, and disability.

Lehr, Robert P., Jr., Professor, *Emeritus*, Ph.D., Baylor University, 1971; 1973.

Nichols, Jane L., Assistant Professor, Ph.D., Michigan State University, 2007; 2012. Rehabilitation Counseling, challenges in communication, decision making, and addictive behaviors.

Poppen, Roger L., Professor, *Emeritus*, Ph.D., Stanford University, 1968; 1970.

Redner, Ryan N., Assistant Professor, Ph.D., Western Michigan University, 2012; 2015. Tobacco regulatory science, treatment of smoking, application of behavioral economics.

Rehfeldt, Ruth Anne, Professor, Ph.D., University of Nevada-Reno, 1998; 2000. Autism, language acquisition and enhancement, supported employment, applied behavior analysis.

Rubin, Stanford E., Professor, *Emeritus*, Ed.D., University of Illinois, 1968; 1980.

Schultz, Martin C., Professor, *Emeritus*, Ph.D., University of Iowa, 1955; 1986.

Simpson, Kenneth O., Associate Professor, *Emeritus*, Ph.D., University of Nebraska-Lincoln, 1995; 1994. Alternative/augmentative communication, motor speech disorders.

Taylor, Darrell, Associate Professor, *Emeritus*, Ph.D., University of South Florida, 1992; 1992. Vocational evaluation and work adjustment, cognate rehabilitation counseling.

Upton, Thomas, Professor, Ph.D., The University of Iowa, 2000; 2000. Rehabilitation counseling, advances in rehabilitation, persons with brain injury, disability attitudes, and postsecondary educational accommodations.

Vieceli, Louis, Associate Professor, *Emeritus*, M.S.Ed., Southern Illinois University Carbondale, 1959; 1958.

Wright, W. Russell, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1974; 1971.

Last updated: 03/02/2020

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Catalog Year Statement:

Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.