

COLLEGE OF PUBLIC SERVICE

Dr. Mario Azevedo, Interim Dean

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Departments

School of Health Sciences

- ◆ Communicative Disorders
- ◆ Behavioral and Environmental Health
- ◆ Epidemiology and Biostatistics
- ◆ Health Policy and Management

School of Policy and Planning

- ◆ Public Policy and Administration
- ◆ Urban and Regional Planning

School of Social Work

- ◆ Doctoral Program in Social Work
- ◆ Master's Program in Social Work

Mission

The mission of the College of Public Service is to educate a diversity of students for the highest quality professional service in collaboration with the public and private sectors, and to develop local, national, and international leaders in the professional academic disciplines in the Schools of Policy and Planning, Health Sciences, and Social Work.

Goal

The primary goal of the College is to provide undergraduate and graduate education to students which promotes the development of intellectual leaders in the identification, conceptualization, and dissemination of knowledge related to services in the professions.

SCHOOL OF HEALTH SCIENCES

Dr. Emeka Nwagwu, Professor and Interim
Associate Dean

Jackson Medical Mall
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Jackson, MS 39213
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School Mission

The mission of the School of Health Sciences is to provide quality education and leadership in community-based research and practice. Through collaboration with communities, the School will promote health and prevent disease and disability with special emphasis on the underserved and at-risk populations in Mississippi, the nation, and the world.

DEPARTMENT OF COMMUNICATIVE DISORDERS

Dr. Nola Radford, Professor and Interim Chair
3825 Ridgewood Road, Box 23
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Faculty

Dr. B. Sutton, Assistant Professor

The Department of Communicative Disorders offers programs leading to the Master of Science degree in Communicative Disorders and the Bachelor of Science degree in Communicative Disorders. Students enrolled in the master's program are trained to screen, assess, identify, diagnose, refer, and provide intervention, habilitation/rehabilitation to persons of all ages and cultural/ethnic backgrounds, with, or at risk for, disorders of articulation, fluency, voice, cognition, language, swallowing, hearing and other disabilities. Students learn to counsel educate individuals with communicative disorders, their families, caregivers and other service providers to select, prescribe, dispense assistive, augmentative and alternative communication devices and other communication prostheses, and to provide services supporting the effective use of these devices.

Accreditation

The Master of Science degree program in Communicative Disorders is accredited in Speech-Language Pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). Students who successfully complete the program meet the academic and clinical requirements for a license in Speech-Language Pathology granted by the Mississippi State Board of Health, for the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA, and the Mississippi Educator Standard Class AA Vocational license.

Mission

The mission of the Department of Communicative Disorders is to provide quality education to diverse preprofessional and graduate students who are majoring in Communicative Disorders. The program

will: (a) prepare preprofessional students for entry into the graduate program; and, (b) guide graduate students to (i) acquire the knowledge and develop the skills, competencies and attitudes that are essential for the prevention of communicative disorders and the safe and effective practice of entry-level speech-language pathology, (ii) develop the ability to analyze, synthesize, and evaluate data, and to conduct research, (iii) provide professional and public services to local, state, national, and world communities, (iv) continue their professional growth by exploring developments in the profession and learning new models of management, and (v) develop an understanding and appreciation of ethnic and cultural diversity, and the impact of such diversity on normal and disordered communication.

Program Objectives

The objectives of the Master of Science in Communicative Disorders Program are to:

- ◆ Educate students to independently, effectively and safely: (a) differentiate between normal and abnormal communication, as well as normal and abnormal swallowing patterns; (b) diagnose and treat persons of all ages who have speech, voice, cognitive, language, communication and swallowing disorders; and, (c) habilitate/rehabilitate infants, children and adults with hearing loss.
- ◆ Equip students to ask relevant questions and provide appropriate information to patients, their families, care givers and other service providers regarding the prevention, diagnosis and management of disorders of human communication and swallowing.
- ◆ Facilitate clinical experiences that will train students to provide clinical services in a variety of settings including community clinics, hospitals, private practices, and university settings.
- ◆ Prepare students to meet the academic and clinical requirements for licensure granted by the Mississippi State Department of Health and the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA.
- ◆ Guide students to evaluate developments in the professions, and conduct research in (a) the normal processes of language, speech, hearing and swallowing; and, (b) the prevention, diagnosis and treatment of disorders of human communication and swallowing.
- ◆ Assist students to develop sensitivity to and an appreciation of diversity in society, so that they (a) take into consideration individual differences in the provision of clinical services, (b) do not discriminate in the delivery of services on the basis of race or ethnicity, age, gender, religion, national origin, sexual orientation or disability; and, (c) work effectively with other professionals who may be different from them in respect to race or ethnicity, age, gender, religion, national origin, sexual orientation or disability.
- ◆ Encourage students to develop high standards of integrity, responsibility and ethics, so that they (a) hold paramount the welfare of patients they serve; (b) provide services only in areas in which they are competent; and, (c) adhere to the fundamentals of ethical conduct.
- ◆ Prepare students for advanced programs of study in communicative disorders.
- ◆ Advocate the pursuit of continued professional growth through continuing education.
- ◆ Offer educational programs that will (a) promote the maintenance of current knowledge and skills of speech-language pathologists in the Jackson area, state, national and world communities; and (b) provide the general public with information regarding the prevention, nature, diagnosis and treatment of communication and swallowing disorders.
- ◆ Provide professional and public services to local, state, national and world communities.

Admission Requirements

Admission is competitive. Applicants must meet the following requirements for regular admission:

- ◆ A baccalaureate degree in speech-language pathology from a regionally accredited college or university. Students may be admitted with baccalaureate, master's or specialist degrees in professions other than speech-language pathology but first must complete specified prerequisite courses with a grade of "B" (on 4-point scale) or better.
- ◆ A cumulative grade point average (GPA) of 3.0 (on 4-point scale) for courses completed during the junior and senior years, and a cumulative GPA of 3.0 (4-point scale) at the undergraduate level.
- ◆ A satisfactory Graduate Record Examination (GRE) score.
- ◆ A personal typewritten statement that includes the applicant's (a) understanding of the profession of speech-language pathology; (b) reasons for pursuing graduate study in speech-language pathology; (c) professional goals; (d) strengths that will contribute to success in the graduate program at Jackson State University; (e) limitations, if any, that may need to be addressed in order to successfully pursue graduate studies in speech-language pathology; and (f) past work experiences, if any, that have helped to prepare the applicant for graduate studies.
- ◆ At least three letters of recommendation from speech-language pathology instructors and/or clinical supervisors. (Students with degrees in professions other than speech-language pathology may obtain

these letters from instructors in their major area of study.)

- ◆ A satisfactory score on the Test of English As A Foreign Language (TOEFL) from international applicants and those for whom English is a second language.

[Conditional admission may be given to a student who has earned a cumulative GPA of at least 2.50 - 2.99 (on 4-point scale) for courses completed during the junior and senior years. The student must earn regular status with a GPA of 3.00 in the first semester of full-time enrollment or the first 12 hours of graduate work.]

Prerequisites

Applicants with baccalaureate, master's or specialist degrees in professions other than speech-language pathology must complete courses in the areas listed below with a grade of "B" or better, before regular admission is obtained:

Courses	Semester Hours
Anatomy and physiology of the speech mechanism	3
Speech science	3
Phonetics	3
Normal language development	3
Audiology	3

Additionally, applicants must have successfully completed:

- a. One course in biological science, **and** one course in physical sciences, **and** one course in college level mathematics.
- b. Courses in behavioral and/or social sciences for a total of 6 semester hours.

Prerequisite courses in the professional area taken more than 10 years before the initiation of the graduate program may not be accepted.

Transfer of Credits

The Department of Communicative Disorders may allow the transfer of a limited number of credit hours providing criteria specified by the Graduate School and the Department are met. A maximum of 9 graduate semester hours of course credit earned with a grade of B (on 4.0 scale) or better in approved speech-language pathology or audiology courses may be transferred providing the course content is commensurate with the requirements of this program and the credit hours were earned within the immediate past five years from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The applicant must apply for transfer of credit with 30 days of notification of acceptance into the program and prior to enrollment. A maximum of 25 clinical observation hours and 50 clinical clock hours obtained in another program may be allowed providing national certification and state licensure criteria for clinical supervision were met. A student who wants to transfer clinical clock hours from

another program must have that program's director verify the number of clock hours in each clinical category, the amount of supervision that was provided, and the names and ASHA membership numbers of the clinical supervisor(s) before or at the time the student enrolls in the graduate program at Jackson State University. Transfer of academic (course) credit and clinical clock hours must be approved in writing by the Department of Communicative Disorders.

Degree Requirements

A student pursuing the Master of Science degree in Communicative Disorders is required to:

1. Complete at least 51 semester hours (including no more than 6 semester hours of clinical practicum) with a cumulative average of B (on a 4.0 scale) or better. In addition to the core curriculum (45 semester hours), the student **must** successfully complete a thesis, or a project, or additional coursework.

Thesis Option. The student must enroll in CMD 590: Thesis, for a total of 6 semester hours, successfully complete a thesis, and the Final Oral Examination.

Project Option. The student must enroll in CMD 589: Master's Project, for 6 semester hours, and successfully complete a project.

Additional Coursework Option. The student must successfully complete an additional 6 semester hours of electives within the Department, selected with the approval of the academic advisor.

2. Acquire the knowledge and skills required for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) by ASHA. Additionally, the student must successfully complete all clinical clock hours required at the time of graduation by (a) the Department of Communicative Disorders, (b) the Mississippi State Board of Health for licensure, and (c) ASHA for the CCC-SLP.
3. Successfully complete the Graduate English Competency (and ENG 500, if required) and written Comprehensive Examinations. Students who choose the thesis option must successfully complete a Final Oral Examination.

Plan of Study for the Master of Science in Communicative Disorders

For Use by Students in the Full-Time Program

Year 1: Fall Semester

CMD 510	Advanced Articulation and Phonological Disorders	3
CMD 527	Seminar in Child Language Disorders I	3
CMD 532	Methods of Research	3
CMD 537	Neuroanatomy and Neurophysiology	3
CMD 540	Advanced Clinical Practice in SLP	1
PHS 500	Introduction to Public Health Disciplines	<u>1</u>
		14

Spring Semester

CMD 528	Seminar in Child Language Disorders II	2
CMD 530	Seminar in Acquired Disorders of Language I	3
CMD 541	Advanced Clinical Practice in SLP	1
CMD 565	Seminar in Fluency Disorders	2
CMD 575	Seminar in Organic Speech Disorders	3
PHS 500	Introduction to Public Health Disciplines	<u>1</u>
		12

Summer Semester

CMD 525	Dysphagia	3
CMD 531	Seminar in Acquired Disorders of Language II	3
CMD 542	Advanced Clinical Practice in SLP	1
PHS 500	Introduction to Public Health Disciplines	<u>1</u>
		8

Year 2: Fall Semester

CMD 535	Augmentative and Alternative Communication	3
CMD 543	Advanced Clinical Practice in SLP	1
CMD 570	Seminar in Aural Rehabilitation	3
CMD 578	Seminar in Voice Disorders	<u>3</u>
		10

Spring Semester

CMD 544-545	Advanced Clinical Practice in SLP Elective/Thesis/Project	2
		<u>6</u>
		8
	<i>Total Hours</i>	52

For Use by Students in the Part-Time Program**Year 1: Fall Semester**

CMD 532	Methods of Research	3
CMD 537	Neuroanatomy and Neurophysiology	<u>3</u>
		6

Spring Semester

CMD 527	Seminar in Child Language Disorders I	3
CMD 565	Seminar in Fluency Disorders	<u>2</u>
		5

Summer Semester

CMD 525	Dysphagia	3
CMD 531	Seminar in Acquired Disorders of Language II	3
CMD 542	Advanced Clinical Practice in SLP	<u>1</u>
		7

Year 2: Fall Semester

CMD 510	Advanced Articulation and Phonological Disorders	3
CMD 578	Seminar in Voice Disorders	<u>3</u>
		6

Spring Semester

CMD 528	Seminar in Child Language Disorders II	2
CMD 575	Seminar in Organic Speech Disorders	<u>3</u>
		5

Summer Semester

CMD 530	Seminar in Acquired Disorders of Language I	3
CMD 543	Advanced Clinical Practice in SLP Elective/Thesis/Project	1
		<u>3</u>
		7

Year 3: Fall Semester

CMD 535	Augmentative and Alternative Communication	3
CMD 540	Advanced Clinical Practice in SLP	1
CMD 570	Seminar in Aural Rehabilitation	<u>3</u>
		7

Spring Semester

CMD 545-549	Advanced Clinical Practice in SLP Elective/Thesis/Project	3
		<u>3</u>
		7
		49

PHS 500*	Introduction to Public Health Disciplines	<u>3</u>
	<i>Total Hours</i>	52

Notes.

1. Part-time students must complete PHS 500 for a total of 51 hours for the degree.
2. Part-time students will be required to take a leave of absence from work and be available for a full-time practicum during the third year of study.

Academic Requirements**Core Courses** **Hours**

CMD 510	Advanced Articulation and Phonological Disorders	3
CMD 525	Dysphagia	3
CMD 527	Seminar in Child Language Disorders I	3
CMD 528	Seminar in Child Language Disorders II	2
CMD 530	Seminar in Acquired Disorders of Language I	3
CMD 531	Seminar in Acquired Disorders of Language II	3
CMD 532	Methods of Research	3
CMD 535	Augmentative and Alternative Communication	3
CMD 537	Neuroanatomy and Neurophysiology	3
CMD 565	Seminar in Fluency Disorders	2
CMD 570	Seminar in Aural Rehabilitation	3
CMD 575	Seminar in Organic Speech Disorders	3
CMD 578	Seminar in Voice Disorders	3
CMD 540	Advanced Clinical Practice in Speech-Language Pathology	6

Electives

CMD 515	Counseling in Speech-Language Pathology	1
CMD 519	Audiology for the Speech-Language Pathologist	3
CMD 523	Assessment and Evaluation in Speech-Language Pathology	3
CMD 550	Professional Issues in Speech-Language Pathology	1
CMD 555	Speech-Language Pathology in the Medical Setting	2
CMD 558	Seminar in Multicultural Issues	2
CMD 563	Research & Clinical Instrumentation	2
CMD 572	Communication Behaviors and the Aging Process	2
CMD 580	Business and Management Aspects of a Speech-Language Pathology Practice	2
CMD 582	Special Problems in Speech-Language Pathology	2-4
CMD 585	Independent Study	3-6

NOTE: During each semester in which clinical clock hours are earned, the student must enroll in Advanced Clinical Practice in Speech-Language Pathology (CMD 540-549). However, no more than 6 semester hours may be counted towards the required 51 semester hours.

Clinical Practicum Requirements

The student must successfully complete all clinical clock hours required at the time of graduation by (a) the Department of Communicative Disorders, (b) Mississippi State Board of Health for licensure, and (c) ASHA for the Certificate of Clinical Competence in Speech-Language Pathology. Additionally, the student must acquire all required clinical skills specified in the new certification standards before the student will be cleared for graduation. The Department operates the Central Mississippi Speech, Language and Hearing Clinic. The student must complete the clinical clock hours at this Clinic and at other off-campus clinical sites assigned by the Department.

The current cumulative clinical practicum requirements are specified below:

- ◆ At least 25 clock hours of clinical observation must be completed before beginning the clinical practicum.
- ◆ In addition to the observation, a minimum of 375 clock hours of supervised clinical practicum must be successfully completed, of which 325 clock hours must be earned in the graduate program.

DESCRIPTION OF COURSES

CMD 510 Advanced Articulation and Phonological Disorders: (3 Hours) Prerequisites: Course in phonetics. Students will develop the skills to effectively assess, plan, and implement appropriate intervention strategies for persons presenting with articulation and/or phonological disorders (including with functional or organic etiology) as well as regional or cultural dialectal variations of speech sound production.

CMD 515 Counseling in Speech-Language Pathology: (1 Hour) Prerequisites: Permission of instructor and academic advisor. This course will explore the social, emotional, cultural and vocational effects a communication disorder may have on individuals, their families and significant others. Students will learn appropriate techniques and strategies for counseling children, adolescents and adults presenting with conditions impacting communication. Students will also learn how to counsel and interact with families (immediate and extended), case managers and other service providers.

CMD 519 Audiology for the Speech-Language Pathologist: (3 Hours) Prerequisite: Course in

speech/hearing science or permission of instructor. Students will learn the etiology, signs, symptoms, and differential audiological findings in infants, children and adults with a variety of auditory disorders. The theory, methodology and procedures in differential diagnosis and test interpretation, including the appropriate modification of test procedures to accommodate the patient's chronological age, intellectual age, cultural differences, physical and emotional states will be examined. The assessment and management of persons with central auditory processing disorders will be explored.

CMD 523 Assessment and Evaluation in Speech-Language Pathology: (3 Hours) Prerequisites: Courses in normal language development, articulation disorders, and language disorders or permission of instructor and academic advisor. Students will learn to select, critique, administer, score and interpret standardized tests while also learning compensatory strategies to help reduce the impact of cultural bias. Procedures for informal and naturalistic assessment will be reviewed. The integration of informal and formal data to develop appropriate recommendations will be emphasized.

CMD 525 Dysphagia: (2 Hours) Prerequisite: Course in anatomy and physiology of the speech mechanism. Students will learn the normal anatomy and physiology of swallowing in infants, children and adults. The etiology, signs and symptoms of dysphagia, as well as screening, instrumental assessment and non-instrumental evaluation procedures will be explored. Management, including counseling and sensitivity to cultural differences, models of service delivery, indications and methods of oral and non-oral feeding, nutritional issues, and prevention of complications will be investigated. The student will learn to assess the effectiveness of treatment by using relevant outcomes.

CMD 527 Seminar in Child Language Disorders I (3.0 Hours) Prerequisite: Course in normal language development. This course will address normal communication development in children from birth to age three. Students will develop an understanding of the major etiologies of language disorders in infants and toddlers across cultures. Assessment and strategies, including the infusion of technology, for those presenting with disorders as well as for the at-risk child will be discussed. Skills to informally and formally determine the present communicative level of an infant or toddler using non-standard methods, such as play-based assessment will be addressed. Strategies for helping families from diverse backgrounds participate in the successful implementation of speech and language services to infants and toddlers will be shared. Policies impacting service delivery to this population and their families will be explored.

CMD 528 Seminar in Child Language Disorders II: (2 Hours) Prerequisites: Course in normal language development. Students will develop an understanding of the etiologies of language delay and disorders in children, and the impact of language impairment on the learning process. Formal and

informal assessment and intervention strategies as well as treatment outcomes will be discussed. Students will develop awareness of issues pertinent to service delivery including cultural diversity, preparation of individualized educational programs, literacy, assessment of progress, behavior management, collaboration and infusion of technology. Various group processes and structures required for successful service delivery will be recognized. Legislation and policies impacting services to school aged children will be explored.

CMD 530 Seminar in Acquired Disorders of Language I: (3 Hours) Prerequisites: CMD 537 or equivalent. This course will explore the incidence, ethnocultural differences and etiology of impairments that jeopardize acquired language as a result of insult to the central nervous system. The characteristics of different types of aphasia, as well as the effects of right hemisphere damage, including neglect, attention, linguistic, communicative, cognitive and affective deficits will be explored. Students will acquire knowledge of standardized and functional assessment of communication to ascertain the individual's abilities and impairments. Treatment approaches and strategies (including the infusion of technology) that promote compensation for deficits and promote recovery of function will be explored. Issues including counseling and educating patients, family members, significant others and care givers specific to the patient's diagnosis, management plan, prognosis and discharge will be discussed.

CMD 531 Seminar in Acquired Disorders of Language II: (3 Hours) Prerequisites: CMD 537 or equivalent. This course will address the incidence, pathophysiology, as well as communicative, mood and behavior changes in persons with dementia (including Alzheimer's disease), and those with traumatic brain injury across various cultures. The physiologic, cognitive, auditory and motor speech characteristics, as well as the language, pragmatic and discourse abilities of these individuals will be investigated. The social impact on the individual and the family will be reviewed. Professional services provided to the individual and care giver, including differential diagnosis, assessment and rehabilitation, and the infusion of technology will be discussed. Direct and indirect communication management approaches, including individual and group therapy, stabilization strategies, the use of assistive and augmentative devices, and collaboration with other health care professionals will be explored. Educational intervention and transition to school/work after traumatic brain injury, as well as efficacy, ethical and legal issues pertaining to both disorders will be examined.

CMD 532 Methods of Research: (3 Hours) The student will learn to read critically and evaluate research in normal and disordered speech, language, hearing and swallowing processes. The principles of research, research designs, issues in conducting unbiased research, types of research, observation, measurement, statistical treatment and reporting of

data will be explored. The student will be guided in developing an intuitive understanding of clinical research methodology and integrating it with core statistical concepts and techniques.

CMD 535 Augmentative and Alternative Communication: (3 Hours) This course focuses on approaches to the development of augmentative and alternative modes of communication for individuals of all ages with limited oral communication. The skills to effectively evaluate, select and properly use a variety of gestural and symbol-based communication systems will be developed. Factors that affect assessment and treatment, such as, severity, age, cultural differences, nature of disorder, etc. will be discussed.

CMD 537 Neuroanatomy and Neuro-physiology: (3 Hours) The neuroanatomy and neurophysiology of the central and peripheral nervous systems will be discussed with emphasis on structures that control language, speech and swallowing. The student will learn about the normal embryonic development of the nervous system, and the critical periods of susceptibility to teratogenic agents. The neurological examination and pertinent diagnostic issues including variations in different countries and cultures will be investigated. Signs, symptoms and sequelae of pathological agents will be correlated with clinical implications. Rehabilitation issues will be addressed.

CMD 540-549 Advanced Clinical Practice in Speech-Language Pathology: (1-6 Hours) The student will provide supervised screening, diagnostic and treatment services to persons of all ages, from culturally diverse backgrounds, presenting with speech, language, cognitive, swallowing, or hearing disorders. Clinical experiences will include assessment and treatment planning, report writing, oral and written communication with other professionals and family members, client/family education, and counseling. Clinical sites will vary depending on student needs, interest, competency, and availability.

CMD 550 Professional Issues in Speech-Language Pathology: (1 Hour) Prerequisite: Permission of instructor and academic advisor. This course will focus on topics such as professional standards, quality improvement, outcome measures, ethical considerations, funding sources, third party reimbursement, work force issues, health care legislation, as well as the role of professional organizations in developing policies that impact speech-language pathology. Approaches to planning, managing and marketing speech-language pathology services in various communities, cultures and practice settings will be discussed.

CMD 555 Speech-Language Pathology in the Medical Setting: (2 Hours) This course will prepare students to work in medical settings with professionals and patients of all ages and cultural backgrounds. The organizational structure of institutions such as managed care organizations, home-health agencies, long-term care facilities, and acute, subacute and rehabilitation hospitals will be explored. Students will

learn appropriate protocols, abbreviations, and universal precautions used in most medical settings.

CMD 558 Seminar in Multicultural Issues: (2 Hours) This course will focus on the historical origins, rules and features of nonstandard English dialects. Normal language and speech acquisition in speakers from culturally/ethnically and linguistically diverse groups will be examined. Strategies to distinguish individuals with communication differences from those with communication disorders will be identified. Students will learn about current clinical standards and practices associated with service delivery to speakers from different backgrounds in respect to race or ethnicity, age, gender, national origin, sexual orientation and disability.

CMD 563 Speech and Clinical Instrumentation: (2 Hours) This course includes work in the speech science lab and in the clinic where students will obtain hands on experience in the use of equipment to study the acoustics of speech and hearing. Students will also learn the proper use of instruments in research activities and clinical assessment/intervention procedures. Experience in instrumental measurement and analysis of physical, physiological, perceptual and acoustical aspects of normal and abnormal speech production will provide valuable insight in understanding theoretical concepts introduced in other courses.

CMD 565 Seminar in Fluency Disorders: (2 Hours) Prerequisites: Permission of instructor and academic advisor. Current as well as historically relevant theories of stuttering and its etiology will be considered. Students will develop skills to identify and classify various types of dysfluencies as well as the social, emotional, cultural, vocational, and economic impact of stuttering. Assessment and intervention strategies for children, adolescents and adults who stutter will be presented.

CMD 570 Seminar in Aural Rehabilitation: (3 Hours) Prerequisites: Courses in audiology and normal language development. This course is an advanced exploration of the critical role of hearing in normal language, speech and psychosocial development. The effects of hearing loss on communication across the life span, and the importance of early intervention and counseling will be investigated. Assessment of oral, signed and written language, speech and voice production, auditory discrimination and perception, and speech reading skills will be discussed. Scales used to assess specific communication breakdown and resultant attitudes will be identified. Treatment options and communication strategies, including the use of amplification systems, assistive listening devices, sensory aids and cochlear implants will be explored. Pertinent legislative and multicultural issues will be reviewed. Assessment and management of auditory processing disorders will be addressed.

CMD 572 Communication Behaviors and the Aging Process: (2 Hours) Current research and theory concerning age-related changes in communication and swallowing due to anatomical,

physiological and cognitive changes will be reviewed. The influence of attitudes and expectations, the effects of cultural, psychological and pharmaceutical variables, the role of genetic factors and deleterious environmental influences will be analyzed. Appropriate modifications in assessment and management procedures to meet individual needs in different health care settings, including the use of group treatment and a collaborative management approach will be discussed. Counseling and assistance provided to caregivers and members of the extended social support network will be explored.

CMD 575 Seminar in Organic Speech Disorders: (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism, neuroanatomy, neurophysiology and articulation disorders or permission of instructor. This course is a comprehensive study of the theory and research related to underlying neurological pathology, salient features, confirmatory signs, diagnosis and treatment of motor speech disorders across the life span. The etiology and classifications of congenital orofacial anomalies and dentofacial growth problems, genetics of clefting and associated syndromes, including those typically associated with specific racial and ethnic groups will be explored. Acoustical, perceptual and instrumental measures in assessment, as well as models of service delivery and management procedures will be discussed. Pediatric care and feeding of the newborn with a cleft, and complications associated with clefting and craniofacial disorders will be reviewed.

CMD 578 Seminar in Voice Disorders: (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism and speech science. This course includes a comprehensive study of the models of voice production, as well as organic and functional voice disorders across the life span in culturally diverse populations. Etiology, signs, symptoms, and perceptual correlates of vocal pathologies and management will be discussed. The art of assessment including perceptual ratings and the use of contemporary equipment will be explored. Interdisciplinary collaboration in planning and monitoring treatment will be investigated. Communication and swallowing management of tracheotomized and ventilator dependent children and adults, as well as assessment and rehabilitation of head/neck cancer patients will be examined.

CMD 580 Business and Management Aspects of a Speech-Language Pathology Practice: (2 Hours) This course provides business and practice management principles and procedures for starting and managing a speech-language pathology practice, or in buying/selling an existing private practice. Topics of discussion include market analysis, marketing plan, operation and organizational plan, financial analysis, risk management, office automation, and personnel issues. Procedures for proper bookkeeping and accounting, strategies in pricing, and financial planning will be examined. Issues such as reimbursement, negotiating service contracts,

continuous quality improvement, and risk abatement will be discussed.

CMD 582 Special Problems in Speech-

Language Pathology: (2-4 Hours) Prerequisite: Permission of academic advisor and instructor. This course has varying content dealing with issues, trends and topics of current interest. Content will be developed based on assessed needs, interests and goals of a group(s) of students.

CMD 585 Independent Study: (3-6 Hours)

Prerequisite: Permission of academic advisor and instructor. This course allows for the exploration of topics and/or issues based upon assessed needs, interest and goals of the individual student under the guidance of a faculty member. Typically, such a study will concentrate on an area not covered in other courses, or an area in which the individual student has developed particular interest and wishes to explore beyond what was covered in another course(s).

CMD 589 Master's Project: (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to complete a creative project within the student's professional area under the supervision of a graduate advisor within the Department. It is expected that this project will contribute to the knowledge base of the profession.

CMD 590 Thesis: (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to present a thesis that embodies independent research. The topic must be within the student's major professional area and must be approved by the student's thesis advisor within the Department. It is expected that the research will contribute to the knowledge base of the profession.

GRADUATE PROGRAMS IN PUBLIC HEALTH

- ◆ Master of Public Health (M.P.H.)
- ◆ Doctor of Public Health (Dr.P.H.)

The Public Health Program is comprised of the following three departments.

DEPARTMENT OF

BEHAVIORAL AND ENVIRONMENTAL HEALTH

Dr. Mohamed Shahbazi, Associate Professor
and Chair
350 West Woodrow Wilson Drive, Suite 2301B
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Faculty

Dr. C. Arthur, Professor
Dr. D. Brown, Assistant Professor
Dr. S. Leggett, Associate Professor
Dr. G. Cannon-Smith, Assistant Professor
Dr. S. Omari, Associate Professor
Dr. G. Prater, Professor
Dr. S. Spence, Associate Professor

DEPARTMENT OF EPIDEMIOLOGY AND BIostatISTICS

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Faculty

Dr. O. Ekundayo, Associate Professor
Dr. M. Payton, Associate Professor
Dr. I. Perkins, Professor
Dr. H. Taylor, Clinical Professor

DEPARTMENT OF HEALTH POLICY AND MANAGEMENT

Dr. 'Emeka Nwagwu, Professor and Chair
350 West Woodrow Wilson Drive, Suite 2301A
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Faculty

Dr. J. Bennett, Assistant Professor
Dr. A. Bhuiyan, Assistant Professor
Dr. B. Johnson, Assistant Professor
Dr. S. Ochou, Assistant Professor
Dr. F. Okojie, Professor
Dr. M. Younis, Associate Professor

Mission

The mission of the Public Health Program The mission of the School of Health Sciences is to provide