CSD - Communication Sciences and Disorders

Courses numbered 100 to 299 = lower-division; 300 to 499 = upper-division; 500 to 799 = undergraduate/graduate.

CSD 111. Disorders of Human Communication (2).
Orientation to the disorders of human communication, communicative and psychosocial problems commonly encountered, and general approaches to habilitation. Course includes diversity content.

CSD 251. Auditory Development and Disorders (2).
Introduces the etiology, nature and symptomology of auditory disorders and pathologies.

CSD 260. Signing Exact English I (2).
Introduces the theory and use of Signing Exact English (SEE) as a means of communication with the hearing impaired. Independent outside practice is necessary to facilitate skill. Course includes diversity content.

CSD 270. American Sign Language I (3).
Cross-listed as LING 270. Focuses on the use of American Sign Language as used by the American deaf community. Development of basic communication skills leads to basic conversational skills in ASL. Course includes diversity content.

CSD 301. Anatomy and Physiology of the Speech and Hearing Mechanisms (3).
Introduces anatomy and physiology of the speech and hearing mechanisms for a basic understanding of human communication. Covers anatomic structures for generating speech, emphasizing the respiratory, phonatory, articulatory and nervous system. Covers structures of the outer, middle and inner ears, and the auditory nervous systems, for the sense of hearing and auditory perception.

CSD 304. Early Language Development (3).
Cross-listed as LING 304. Development of language traced from birth to early school age. Evaluates various acquisition theories in light of current psychological and linguistic thought. Emphasizes the development of linguistic categories: phonology, morphology, syntax, semantics and pragmatics. Lab required for reflective observation and analysis of various linguistic categories of typically developing children.

CSD 306. Applied Phonetics (3).
Cross-listed as LING 306. Identification, production and categorization of phonemes. Practice in phonemic and phonetic transcriptions of words using the International Phonetic Alphabet (IPA). Introduction to typical phonological acquisition and variations in speech production related to connected speech, cultural/linguistic diversity, and children's speech sound disorders. Lab required for reflective observation and analysis of developmental phonetics and variance due to disorders and linguistic differences. Corequisite: CSD 306L.

CSD 306L. Applied Phonetics Lab (0).
Identification, production, and categorization of phonemes. Practice in phonemic and phonetic transcriptions of words using the International Phonetic Alphabet (IPA). Introduces typical phonological acquisition and variations in speech production related to connected speech, cultural/linguistic diversity, and children's speech sound disorders. Lab required for reflective observation and analysis of developmental phonetics and variance due to disorders and linguistic differences. Corequisite: CSD 306.

CSD 351. Introduction to Auditory Assessment (2).
History and scope of the field. Surveys audiology threshold testing procedures, immittance audiometric interpretation. For majors only. Prerequisite: CSD 251 or instructor's consent.

CSD 360. Signing Exact English II (2).
Advanced class in the theory and use of Signing Exact English (SEE) as a means of communication with the hearing impaired. Emphasizes vocabulary and interpreting skills. Course includes diversity content. Prerequisite: CSD 260.

CSD 370. American Sign Language II (3).
Increases vocabulary and speed of the use of ASL. Focuses on a greater fluency in expressive and receptive skills. Develops intermediate conversational skills. Course includes diversity content. Prerequisite: CSD 270.

CSD 420BA. ASL in Health Care Settings Badge: Introduction to Health Care Interpreting (0.5).
Designed to promote an infusion of resources related to interpreting in health care. Introduces the benefits and challenges of interpreting in health care settings in an effort to prepare interpreters to make well-informed decisions about their readiness and qualifications for interpreting in these settings. Common questions asked during the health history and physical interview are covered while exploring how different cultural and linguistic abilities, perspectives, and life experiences may affect a patient's understanding and perception of the health care system. Course includes diversity content. Graded Bg/NBg. Prerequisite: fluent in ASL/English interpreting.

CSD 420BB. ASL in Health Care Settings Badge: Medical Terminology (0.5).
Focuses on increasing the interpreter's vocabulary across a variety of medical terminology in order to accurately communicate appropriate information regarding a wide variety of medical conditions. Includes terminology related to cardiology, gastroenterology, OB/GYN, mental health and others. Course includes diversity content. Graded Bg/NBg. Prerequisite: fluent in ASL/English interpreting.

CSD 420BC. ASL in Health Care Settings Badge: Responses to Standard Medical Questions (0.5).
Focuses on increasing the interpreter’s ability to accurately interpret in a standard health care appointment. Covers the ASL community’s responses to common questions on a variety of ailments, from a variety of generations, during a medical appointment. Explores how different cultural and linguistic abilities, perspectives and life experiences may affect a patient’s understanding and response during the medical appointment. Course includes diversity content. Graded Bg/NBg. Prerequisite: fluent in ASL/English interpreting.

CSD 420BD. ASL in Health Care Settings Badge: Interpreting in the Emergency Room, Part I (0.5).
Focuses on covering the interpreter’s questions and responses to a request for interpreting services provided in the emergency room — including whether the interpreter is mentally and physically up to the challenge and whether they are qualified for and willing to provide the services needed. Addresses a complex number of issues regarding the person, the interpreter and medical needs. Course includes diversity content. Graded Bg/NBg. Prerequisite: fluent in ASL/English interpreting.

CSD 420BE. ASL in Health Care Settings Badge: Interpreting in the Emergency Room, Part II (0.5).
Builds on topics covered in CSD 420BD (part one). Part two covers the demands on the interpreter in the emergency room. Includes interviews with admissions, staff, medical personnel and all persons related to emergency room care. Topics that help the interpreter know how to make informed judgments about his/her role and responsibility in an
emergency situation in order to appropriately represent the deaf person are discussed. Course includes diversity content. Graded Bg/NBg. Prerequisite: fluent in ASL/English interpreting.

CSD 420BF. ASL in Health Care Settings Badge: Ethical Standards in Health Care Interpreting (0.5).
Focuses on the interpreter’s knowledge of, and adherence to, ethical practices in medical settings. Includes, but is not limited to, maintaining confidentiality, interpreting English policies for the ASL consumer, and demonstrating the ability to hold a position of trust that serves both deaf and hearing consumers. Course includes diversity content. Graded Bg/NBg. Prerequisite: fluent in ASL/English interpreting.

CSD 420BG. Educational Accessibility Badge: Universal Design for Learning (0.5).
Introduces universal design for learning, especially from an equity perspective. Graded Bg/NBg.

CSD 420BI. Educational Accessibility Badge: Accessibility of Microsoft Products (0.5).
Covers Word and PowerPoint with mentions of other Microsoft products. Outlines important accessibility habits, tools and functions of these programs. Graded Bg/NBg.

CSD 420BJ. Educational Accessibility Badge: Accessibility in the Digital Classroom (0.5).
Covers the basic accessibility considerations in online and hybrid classrooms, including creating accessible content and designing for differences. Graded Bg/NBg.

CSD 420BK. Educational Accessibility Badge: Accessible Face-to-Face Presentations (0.5).
Covers Wichita State University's extensive and innovative face-to-face accessible presentation guidelines. Graded Bg/NBg.

CSD 420BL. Educational Accessibility Badge: Introduction to Assistive Technologies (0.5).
Introduces assistive technologies used in educational settings, as well as assistive technology (AT) functionalities in Mac and PC products. Graded Bg/NBg.

CSD 420BM. Educational Accessibility Badge: Legal Landscape (0.5).
Covers the Rehabilitation Act of 1973 Sections 504 and 508 and ADA Title 2 along with recent litigation and other agreements. Graded Bg/NBg.

CSD 425. Introduction to Clinical Processes (1).
The benchmark for applied learning in the Bachelor of Arts in communication sciences and disorders curriculum. Students have the opportunity to observe and assist in therapy with individuals experiencing communication challenges who are receiving clinical services in the WSU Evelyn Hendren Casst Speech-Language-Hearing Clinic. Introduces the diagnostic and remediation processes required for individuals with various communication delays and/or disorders. For majors only. Prerequisites: senior standing, instructor's consent, and medical clearance.

CSD 470. American Sign Language III (3).
Students demonstrate expressive and receptive mastery of targeted, context-specific commands, questions and statements in ASL, and are exposed to ASL as a foreign language. Exposes students to the life and experiences of deaf people. Course includes diversity content. Prerequisite: CSD 370.

CSD 480. American Sign Language IV (3).
Increases vocabulary and speed of the use of ASL. Focuses on a greater fluency in expressive and receptive skills. Develops intermediate conversational skills. Course includes diversity content. Prerequisite: CSD 470.

CSD 481. Cooperative Education (1-8).
Allows students to participate in the cooperative education program. For majors only. Repeatable for credit.

CSD 481N. Internship (1-4).
Complements and enhances the student’s academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. For majors only. Prerequisite: departmental consent.

CSD 490. Directed Study in Speech and Language Pathology or Audiology (1-3).
Individual study or research on specific problems. For majors only. Repeatable for credit. Instructor's consent must be obtained prior to enrollment.

CSD 490D. Intro to Signed Language Interpreting (3).
Overview of the profession of interpreting. Includes the history of interpreting, terminology, the responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options, and current issues.

CSD 490H. Directed Study in Speech and Language Pathology or Audiology Honors (1-3).
Individual study or research on specific problems. For majors only. Repeatable for credit. Instructor's consent must be obtained prior to enrollment.

CSD 491. Honors Research Project (1-3).
Directed scholarly project culminating in a public presentation as determined by the student's faculty mentor. For majors only. Prerequisite: CSD honors track program approval.

CSD 504. Aural Rehabilitation (3).
Discussion and labs concerning the role of speech-language pathologists and audiologists in evaluation and treatment of hearing-impaired children, adolescents, adults and their families. Students focus on understanding psychological, social, educational and occupational impacts of hearing loss; on applying a rehabilitative model, technology, individual and group therapies, and collaboration with families and professionals to help hearing-impaired persons improve or cope better with their communication problems. For majors only. Prerequisite: CSD 351 or instructor's consent.

CSD 504H. Aural Rehabilitation Honors (3).
Discussion and labs concerning the role of speech-language pathologists and audiologists in evaluation and treatment of hearing-impaired children, adolescents, adults and their families. Students focus on understanding psychological, social, educational and occupational impacts of hearing loss; on applying a rehabilitative model, technology, individual and group therapies, and collaboration with families and professionals to help hearing-impaired persons improve or cope better with their communication problems. For majors only. Prerequisite: CSD 351 or instructor's consent.

CSD 506. Acoustic and Perceptual Phonetics (3).
Cross-listed as LING 506. Studies the physical patterns (acoustic) of speech sounds and the importance of these acoustic patterns to speech recognition (perception). Focuses on segmental phonemes (vowels and consonants) and on suprasegmental characteristics such as stress and intonation. Introduces different types of speech analysis techniques and discusses how they may be used to study the acoustic patterns of speech sounds. Studies how different aspects of the speech signal relate to listener perception. Note: The CSD 506 or 506H sections must be taken in order for this course to count toward the CSD undergraduate major. Prerequisite: CSD 301.
CSD 506H. Acoustic and Perceptual Phonetics Honors (3). Cross-listed as LING 506. Studies the physical patterns (acoustic) of speech sounds and the importance of these acoustic patterns to speech recognition (perception). Focuses on segmental phonemes (vowels and consonants) and on suprasegmental characteristics such as stress and intonation. Introduces different types of speech analysis techniques and discusses how they may be used to study the acoustic patterns of speech sounds. Studies how different aspects of the speech signal relate to listener perception. Note: The CSD 506 or 506H sections must be taken in order for this course to count toward the CSD undergraduate major. Prerequisite: CSD 301.

CSD 512. Communication in Special Populations: Children (4). Discusses communication differences, delays and disorders in children. Emphasizes the potential impact on quality of life and on academics resulting from communication disorders associated with special populations of children with speech-language impairments, intellectual disabilities, hearing impairment, acquired language disorders, and craniofacial anomalies. For majors only. Prerequisites: CSD 304 and CSD 306.

CSD 512H. Communication in Special Populations: Children Honors (4). Discusses communication differences, delays and disorders in children. Emphasizes the potential impact on quality of life and on academics resulting from communication disorders associated with special populations of children with speech-language impairments, intellectual disabilities, hearing impairment, acquired language disorders, and craniofacial anomalies. For majors only. Prerequisites: CSD 304 and CSD 306.

CSD 517. Communication in Special Populations: Aging (3). Focuses on how communication is affected by aging, what communication problems may be experienced by older persons, and what the implications are for speech-language pathologists and audiologists providing services to older persons. Explores prevention activities geared toward maintaining functional communication abilities in older adults as well as functional treatment approaches geared toward the specific communication needs of older persons. Course is appropriate for students in other fields of study. For majors only. Course includes diversity content.

CSD 517H. Communication in Special Populations: Aging Honors (3). Focuses on how communication is affected by aging, what communication problems may be experienced by older persons, and what the implications are for speech-language pathologists and audiologists providing services to older persons. Explores prevention activities geared toward maintaining functional communication abilities in older adults as well as functional treatment approaches geared toward the specific communication needs of older persons. Course is appropriate for students in other fields of study. For majors only. Course includes diversity content.

CSD 518. Deaf Culture (3). Examines various cultural aspects of the deaf community. Presents the interrelationship of language and culture along with a study of socialization, norms and values. Course includes diversity content.

CSD 519. Genetic and Organic Syndromes (3). Introduces human genetics and the impact of chromosomal and structural anomalies of communication disorders. Assessment and remediation of cleft palate speech. For majors only. Prerequisite: CSD 301 with grade of B (3.000 points/credit hour) or better. Corequisite: CSD 521.

CSD 519H. Genetic and Organic Syndromes Honors (3). Introduces human genetics and the impact of chromosomal and structural anomalies of communication disorders. Assessment and remediation of cleft palate speech. For majors only. Prerequisite: CSD 301 with grade of B (3.000 points/credit hour) or better. Corequisite: CSD 521.

CSD 520. ASL: Nonverbal Communication (3). Cross-listed as LING 520. Nonverbal way of communication which forms an integral base for communication in American Sign Language. Emphasizes the use and understanding of facial expression, gestures, pantomime and body language. Role play and acting out are required as part of this class. Pre- or corequisite: CSD 370 or instructor's consent.

CSD 521. Genetic and Organic Syndromes Lab (1). Laboratory experience which provides students the opportunity to observe and document assessment and treatment of individuals with various communication disorders caused by syndromic and/or gene-linked conditions. For majors only. Prerequisite: CSD 301 with grade of B (3.000 points/credit hour) or better. Corequisite: CSD 519.

CSD 635H. Senior CSD Honors Practicum (1). Focuses on techniques and methods for developing clinical skills for a selected supervised practicum setting in speech-language pathology at the university’s Evelyn Hendren Cassat Speech-Language-Hearing Clinic. Clinical practice skills include knowledge related to universal precautions, procedures for assessment/intervention, and electronic record keeping. Restricted to senior CSD honors students who have applied and been accepted according to department guidelines.

CSD 705. Counseling in Communication Disorders (3). Provides information on the structure and conduct of interviews, basic counseling strategies, and consideration of the “helping” role as practiced by communication disorders professionals. Focuses on information supportive of developing effectiveness in these roles. Considers multicultural concerns. Course includes diversity content.

CSD 710. Autism Spectrum Disorder (3). Overview of the characteristics and etiology of autism spectrum disorder and the knowledge needed to conduct effective communication and language assessments and develop evidence-based treatment strategies for individuals with ASD. Covers guidelines for the assessment and intervention of communication skills, including decision making for the selection of functional communication systems, structured teaching and positive environmental supports for effective learning. Course includes diversity content.

CSD 740. Selected Topics in Communication Sciences and Disorders (1-3). Individual or group study in specialized areas of communication sciences and disorders. Repeatable for a total of 6 credit hours. Prerequisite: instructor's consent.

CSD 740V. Aural Rehabilitation (3). For graduate students who did not complete an aural rehabilitation course during the undergraduate degree. Discussion and labs concerning the role of speech-language pathologists and audiologists in evaluation and treatment of hearing-impaired children, adolescents, adults and their families. Students focus on understanding psychological, social, educational and occupational impacts of hearing loss; on applying a rehabilitative model, technology, individual and group therapies, and collaboration with families and professionals to help hearing-impaired persons improve or cope better with their communication problems.
CSD 750. Workshop in Communication Sciences and Disorders (1-4).
Individual or group study in specialized areas of communication sciences and disorders. Repeatable for a total of 8 credit hours.

CSD 750Q. Improving Communication Skills of Children (1).
Workshop designed for teachers and speech-language pathologists who work with individuals who have been diagnosed with various disabilities, including autism spectrum disorder (ASD) and are minimally verbal or nonverbal. Participants engage in activities focused on selecting appropriate assessment tools, using a guided decision making process for developing instructional supports, setting goals and objectives based on assessments and observations, and implementing collaborative evidence-based instructional strategies, including augmentative alternative communication, in the classroom and/or home.

CSD 781. Cooperative Education (1-4).
A work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. May not be used toward degree requirements. Repeatable for credit.