

Washington University School of Medicine

Digital Commons@Becker

---

PACS News

Program in Audiology and Communication  
Sciences

---

1971

## PACS Bulletin 1971-1972

Program in Audiology and Communication Sciences  
*Washington University School of Medicine*

Follow this and additional works at: [https://digitalcommons.wustl.edu/pacs\\_newsletters](https://digitalcommons.wustl.edu/pacs_newsletters)

---

### Recommended Citation

Program in Audiology and Communication Sciences, "PACS Bulletin 1971-1972" (1971). *PACS News*. Paper 46.  
[https://digitalcommons.wustl.edu/pacs\\_newsletters/46](https://digitalcommons.wustl.edu/pacs_newsletters/46)

This Newsletter is brought to you for free and open access by the Program in Audiology and Communication Sciences at Digital Commons@Becker. It has been accepted for inclusion in PACS News by an authorized administrator of Digital Commons@Becker. For more information, please contact [vanam@wustl.edu](mailto:vanam@wustl.edu).

# Central Institute for the Deaf

ST. LOUIS, MISSOURI

## TEACHER EDUCATION AND PROFESSIONAL COURSES BULLETIN

1971-1972

### HISTORICAL STATEMENT

From its founding in 1914, Central Institute has conducted a program of preparation for teachers and other professional personnel in the field of speech, hearing and language disorders. The Institute was a pioneer in this area of specialized professional education and played a major role in developing educational methods and standards.

In February, 1931, the Teacher Training College of Central Institute was officially affiliated with University College of Washington University. By virtue of this affiliation, the degree of Bachelor of Science in Speech and Hearing is granted to qualified graduates.

In September, 1936, the Board of Graduate Studies of Washington University approved a program leading to the degree of Master of Science in Education for qualified students through the School of Graduate Studies. Subsequently, a combination of course offerings was established to lead to the degrees of Master of Science in Speech and Hearing and Master of Arts in Speech and Hearing. The latter is now offered as Master of Arts in Audiology.

In September, 1947, the curriculum for the Ph.D. in Audiology was established.

#### PROGRAMS AND PURPOSES

The Department of Speech and Hearing offers courses in two types of programs. The first group of courses constitutes the professional training program in the Education of the Deaf, in Speech Pathology, and in Audiology. The second set of courses is intended for students pursuing advanced study and degrees in the areas of Audiology, Neurobiology, or Psychology. Many times a student enrolled in one program will elect one or more courses from the other.

*Except in special cases, the requirement for the professional program is two years in residence.*

This brochure is concerned primarily with the Professional Training Program which may be characterized as preparing students for service-oriented careers. Degrees offered in the program are the B.S. and M.S. in Speech and Hearing. The interdepartmental area of Audiology represents a program more oriented toward research, academic teaching, and professional administration although topics within the field of clinical speech and hearing frequently fall within its interests. Degrees offered in the Audiology area are the M.A. and the Ph.D.

The focus of the Professional Training Program is disordered communication be it expressive (speech), receptive (hearing), content (language), or some combination of these. There are three areas of specialization resting on a common curricular core required of all students. These are Education of the Deaf, Speech Pathology, and Audiology. Students specializing in the Education of the Deaf are

prepared to carry out an oral (speech, lipreading and auditory training) pre-school and elementary educational program for deaf and hard of hearing children. In Speech Pathology the student is prepared to assess and treat disorders of speech and language. In Audiology the graduate is qualified to administer hearing tests, to carry on work in hearing conservation, and to advise about and participate in the education and rehabilitation of children and adults with hearing handicaps. The program stresses those features that the three fields have in common.

Modifications may be made in the prescribed curricular concentrations when individual interests, backgrounds and experience warrant. Such modification is particularly applicable for persons who meet professional qualification in one area and who wish to extend their preparation into one or more of the other areas.

The demand for qualified graduates far exceeds the supply and the opportunities for constructive service are practically unlimited. Graduates are practicing their profession in public and private residential and day schools for the deaf, in school systems, in universities, in centers, and in hospitals throughout the United States and in other parts of the world.

The interdepartmental area of Audiology includes courses relevant to speech and hearing that are offered by the Department of Anatomy, Education, Electrical Engineering, Otolaryngology, Neuropsychiatry, Physics, Physiology, Psychology, and Zoology. The chief subdivisions within the area of Audiology, one or more of which will form the core of a student's program of study, are Physical Acoustics, Electroacoustics, Auditory Biophysics, Neurophysiology of Audition, Psychoacoustics, Education of the Deaf, and Speech Pathology. (See Bulletin of the Graduate School of Arts and Sciences.) Admission to the interdepartmental area of Audiology is by recommendation of the Faculty. Potential students are advised to consult the Bulletin of the Graduate School.

#### THE STUDENT BODY

The students in the program are a group of men and women carefully selected on the basis of academic qualifications and promise of professional success. The members of the group come from many different places. Not only have most of the states of the Union been represented at some time or other, but foreign countries including Argentina, Australia, Canada, Chile, China, Colombia, Denmark, El Salvador, England, Finland, Formosa, French Morocco, Guatemala, Honduras, India, Israel, Jamaica, Japan, Mexico, Norway, Philippines, South Africa, Thailand and Venezuela have had their share of representation. The influence of the Institute training program is, therefore, truly international.

Students enrolled at Washington University may take selected courses in the department. Experienced workers who are interested in advanced or refresher work are encouraged to consult the Registrar about courses that may meet their needs.

#### THE FACULTY

The faculty of the Department is comprised of highly qualified individuals each of whom is a specialist in his own field. Originating in many academic institutions, the faculty constitutes an educationally and scientifically cosmopolitan group. Although members of the faculty are specialists in different fields, they are ever sensitive to the broad purposes of Central Institute.

The Department faculty also directs its attention to vital problems of research in the classrooms, laboratories and clinics of the Institute. With the assistance of students, who gain valuable experience therein, and, in some instances,

in cooperation with various departments of Washington University, the answers to many challenging questions are sought. The research program is described in more detail in the annual reports of the Research Department.

#### AFFILIATION WITH WASHINGTON UNIVERSITY

An advisory board, composed of members of the staff of Washington University in cooperation with administrative officers of the Department of Speech and Hearing at Central Institute, supervises the relations between the University and the Institute. Requirements for admission, comprehensive examinations and appointments to the faculty fall within the jurisdiction of the appropriate officers of the University.

Washington University is a member of the Association of American Universities, the Association of Urban Universities, the Association of American Colleges, the Association of Graduate Schools in the United States, the Missouri College Union, and the North Central Association of Colleges and Secondary Schools.

#### GENERAL PLAN OF INSTRUCTION FOR PROFESSIONAL TRAINING PROGRAM

Each curricular sequence (Audiology, Speech Pathology and Education of the Deaf) includes the core courses common to all three areas of specialization. The program proceeds from broadly based instruction and observation, to progressively more specialized coursework and practicum. In each successive semester there is a reduction in time spent in courses and an increase in time spent in practicum.

The availability on the premises of a functioning school for the deaf, for the hard-of-hearing and for speech and language handicapped individuals, and associated audiology and speech pathology clinics makes possible a desirable balance between theory and practice. The student is then given an opportunity to put into practice under competent supervision what he has observed and studied. In addition to opportunities for practice in the clinics and classrooms of the Institute, the clinics of Children's Hospital, of MacMillan Hospital (Otolaryngology), the Irene Johnson Rehabilitation Institute, the Cardinal Ritter Home Health Agency, the Jewish Hospital of St. Louis, and the public school speech and hearing programs of the St. Louis County Special District for Handicapped Children, are open to students.

*The student is not just a "taker of courses." He is a member of a professional community, accepting its responsibilities as well as enjoying its privileges.*

Students are often called upon to assist counsellors in directing children during out-of-school hours. Since the Institute is also a residential establishment an important function devolves upon the counsellors. They play a vital role in directing the child's individual and social development through games, hobbies, athletic contests, dances, trips, scout work, and other similar experiences. In this way the child is encouraged to implement outside the schoolroom what he has learned in it and the student teacher gains invaluable experience in assisting him. Holders of scholarships, fellowships, or traineeships are required to spend a designated number of hours (usually a minimum of 6 hours) in these activities for which they are compensated.

The Institute houses one of the outstanding libraries in the nation devoted to speech and hearing and related fields. In the Clinic and Research building are the Max A. Goldstein collections that include specimens showing the evolution of non-electrical hearing aids and early editions of books dealing with Speech and Hearing. The libraries of Washington University are available to registered students.

## FEES AND EXPENSES

*All checks should be payable to Central Institute for the Deaf*

An application fee of \$10.00 is required upon filing. A matriculation fee of \$5.00 is required of undergraduates upon registration. Tuition for each year is \$1,300.00 payable as follows: \$50.00 initial payment upon acceptance for admission, \$600.00 at the opening of the first semester, and \$650.00 at the beginning of each subsequent semester.\*

For part-time students tuition is charged at the rate of \$80.00 per unit.

A diploma fee of \$5.00 for undergraduates is payable to the University prior to graduation.

A graduation fee of \$15.00 is charged all candidates for a Master's degree. This fee is to be paid to the University at the conclusion of the student's graduate work and before he may be recommended for the degree.

A laboratory fee of \$10.00 is payable in those graduate courses requiring the use of animal material.

An outlay of \$150.00 for books and supplies is sufficient to carry the student for the entire course.

Candidates for a degree at Washington University are required to participate in the health insurance plan at Washington University. Fee to be determined. (In 1970-71 the fee was \$7.50.)

Room and board are available to college students at the following rates:  
\$1,090.00 †per student in double room including meals.  
\$1,250.00 †per student in single room including meals.

### HOUSING

\$ 25.00 security deposit—refundable at termination of residence, subject to check of room damage. The entire security deposit is payable on entrance.

25.00 Room reservation fee is required. This reservation fee will be credited to the 2nd semester account.

The Institute reserves the right to:

- a) Make all final decisions on room assignments.
- b) Check rooms at any time.

The Institute shall not be responsible for the loss of or damage to any of the student's personal property from any cause whatsoever.

The assignment of a room is made with the understanding that the student agrees to occupy the room for the academic year.

Failure to pay bills on due dates or to make arrangements for them is cause for immediate dismissal.

There is no provision for serving specially prepared food in the dining room, and cooking in the residence hall is not permitted.

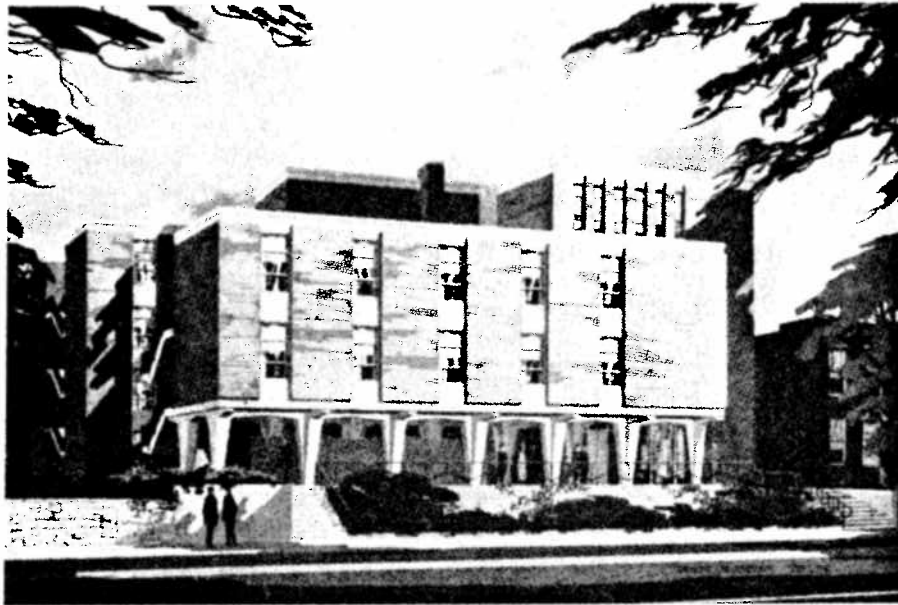
### PAYMENT PLAN (BASIS: *DOUBLE ROOM*)‡

|                                    |            |
|------------------------------------|------------|
| Advance Room Reservation Fee ..... | \$ 25.00   |
| At 1st Semester Registration ..... | 545.00     |
| At 2nd Semester Registration ..... | 520.00     |
|                                    | <hr/>      |
|                                    | \$1,090.00 |

\*If the student withdraws from the course before four weeks of the semester have elapsed tuition will be refunded on a prorata basis. No refunds will be made for subsequent withdrawal except for reason of poor health or other extenuating circumstances; the decision as to amount of refund in the latter case to rest with the administrative officers of the college.

†A student's room may not be used by anyone other than the students assigned to it, except with special permission. \$135.00 allowance (per year) for students who do not take suppers at the Institute.

‡Any changes in this plan should be made through consultation with the Business Office. Transcripts will not be issued unless all debts are paid or mutually agreeable arrangements have been made.



Residence Hall for College Students

The Residence Hall will be officially closed during Christmas vacation. However, if for some justifiable reason the student must remain during this period, special arrangements can be made. Students will be permitted to remain in the hall during Thanksgiving and Spring vacations without charge. Meals will not be served to those who remain.

Contracts delineating conditions of residence and responsibilities of students and the Institute are executed prior to occupation.

The residence of any student may be terminated by the Institution if his continued presence is considered not in the best interest of the Residence Hall.

The Institute assumes no responsibility for finding housing for those who do not live in the Residence Hall. The student is advised to consult the Housing Office at Washington University for assistance in finding off campus housing.

The Institute makes every effort to provide security for personal property. However, it is a semi-public establishment and complete security cannot be guaranteed. The Institute cannot assume responsibility for lost or stolen valuables. The safest thing to do is to exercise every possible precaution to safeguard personal property.

#### **SCHOLARSHIPS, FINANCIAL AID, AND SELF-HELP**

The Institute has grants from the Rehabilitation Services Administration and the National Institute of Neurological Diseases and Stroke, of the Department of Health, Education and Welfare, of the United States Government that provide a limited number of traineeships and fellowships for graduate study. It is likely that Federal Fellowships from the Office of Education under Public Law 91-230 will be available. Only citizens of the United States are eligible for these federal aids. The Institute is required to apply for these grants annually. There is no guarantee of continued funding.

Formal application for scholarships and grants-in-aid is not necessary. The request should be made along with application for admission. Other scholarships and some grants-in-aid are available to qualified students.

Opportunities for self-help through remunerative employment on the premises of the Institute are available. This employment usually consists of serving as counsellors with the children after school hours, study hall supervision, clerical duties, or acting as subjects in the research laboratories. Students are also permitted to sign promissory notes to meet tuition obligations. Requests for financial assistance, employment and loans should be addressed to the Registrar.

#### PRIZES

The Antoinette Frances Dames Awards for productive scholarship are made annually to graduating students demonstrating outstanding independent studies, as judged by the faculty. These studies will be presented orally to a faculty assembly. In the academic year 1970-71, 2 awards of \$150.00 each were made. These awards are made possible through a bequest to Washington University from Antoinette Frances Dames.

The Max A. Goldstein Award is made annually to the graduating student judged by the faculty to combine academic excellence and professional promise. In the academic year 1970-71 the award amounted to \$100.00. It is made available by contributions from the alumni of the Professional Education Program.

#### RECREATION

The City of St. Louis affords excellent opportunities for recreation and cultural activities. The location of the Institute across from Forest Park places facilities for walking, boating, tennis, golf, skating, and riding at the easy disposal of the student. The park also contains an outstanding zoo, an excellent art museum, and a new planetarium. Activity cards entitling students to the use of the facilities of Washington University are available without cost to the student.

#### DISMISSALS

The administrative officers reserve the right to dismiss a student who fails to show professional promise or who is guilty of infraction of rules and discipline.

#### ENTRANCE REQUIREMENTS FOR PROFESSIONAL TRAINING PROGRAM

##### UNDERGRADUATE

Among the three professional programs, only the Education of the Deaf is open to undergraduates at the junior level. Students should make application well in advance of the junior year preferably in the first semester of the sophomore year.

Undergraduate applicants must successfully complete in the College of Liberal Arts or University College of Washington University or in any other University or accredited College, the pre-professional curriculum outlined below. A total of 60 units must be completed.

|  | Units |
|--|-------|
| English Composition .....                              | 6     |
| English Literature .....                               | 6     |
| Modern Foreign Language (two years) <sup>1</sup> ..... | 12    |

<sup>1</sup>This may be waived if equivalent courses were completed in high school, the equivalent to be two years of high school language for each 6 units of college language. Students presenting two years of one language may satisfy the requirement by completing one year of an advanced course in the same language.

|  |    |
|--|----|
| Two Natural Sciences.....  | 12 |
| (6 units in a biological and 6 units in a physical science) <sup>2</sup>                       |    |
| Sociology <sup>3</sup> .....   | 6  |
| Education .....  | 6  |
| (Educational Psychology 3, Principles, Introduction, History,<br>or Philosophy of Education 3) |    |
| Psychology (include 3 units in Child Development).....   | 6  |
| Electives .....  | 6  |
| (Mathematics, though not required, is strongly urged.)   |    |

<sup>2</sup> Biology, Physiology, or Zoology under biological science, and Physics under physical science are desirable. A course in Physical Science, Basic or General, and in Biological Science, Basic or General, will satisfy the requirements in the Natural Sciences.

<sup>3</sup> Educational Sociology is acceptable.

### GRADUATE

Graduates of universities or colleges of recognized rank are eligible to be considered for admission to the graduate programs (below), Education of the Deaf, Speech Pathology or Audiology, provided their transcripts show a reasonably well-rounded and pertinent undergraduate curriculum of studies and provided their grades in undergraduate study were distinctly above the minimum requirements for the Bachelor's degree. However, not only grades, but also test scores, letters of recommendation, and other evidence of professional promise are taken into account.

All students seeking admission should make application well in advance of the time set for registration preferably before March 1. Application forms may be obtained from the Registrar of the Institute. There are no mid-year admissions.

The Graduate Record Examination or the Miller Analogies Test is recommended for admission. Applicants are urged to take the examination early in the academic year preceding that for which admission is sought. Information and application forms are available at most colleges and universities or may be requested directly from the Educational Testing Service, Princeton, New Jersey 08540.

Applicants for admission who are unable to meet the above conditions, but who present evidence of being capable of doing acceptable graduate work, may be admitted at the discretion of the Dean of the Graduate School of Arts and Sciences after consultation with the Department Chairman.

All foreign students are required to present certification of financial support of at least \$4,100.00 and those from non-English-speaking countries must take the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service in most countries.

Students Not Candidates For A Degree: Students otherwise qualified may be admitted as students not candidate for a degree on recommendation of the department with the approval of the Dean. In order to remain in the program, however, course work must be satisfactory to the department and to the Dean.

### PROGRAMS OF STUDY

Certain general statements pertain to all students taking courses in the Speech and Hearing Department. The unit of credit is the semester hour. All courses numbered 400 or higher carry graduate credit; courses numbered 500 or higher are open only to graduate students. All programs of study must be approved by the Department and, in the case of graduate students, by the Dean prior to registration. Students in the graduate program must maintain satisfactory academic



and professional progress in their work. Candidates for the M.S. in Speech and Hearing or M.A. in Audiology must complete the requirements for that degree within a six-year period, and candidates for the Ph.D. in Audiology within a period of seven years. Exceptions may be made in individual cases where the student has been continuously engaged in the field of work in which the degree is to be taken.

Undergraduate students who are candidates for the B.S. in Speech and Hearing (specialization in Education of the Deaf) must complete a minimum of 120 units.

Graduate students in the Professional Training Program who are candidates for the M.S. in Speech and Hearing must complete a minimum of 33 units of graduate credit and the prescribed professional curriculum. They will concentrate in one of three programs of study (education of the deaf, speech pathology, or audiology) and should choose some professional courses in a second area. Where the situation warrants, individual accommodations outside of the prescribed groupings can be made. At least 6 units of credit must be elected from courses open only to graduate students. The candidate is expected to do some individual work, not necessarily of an experimental nature. The professional program in the Education of the Deaf has been accredited by the National Commission on Accreditation of Teacher Education through Washington University and the Conference of Executives of the American School for the Deaf. The clinical services at the Institute have been accredited by the Professional Services Board and the professional training program in Speech Pathology and Audiology has been accredited by the Education and Training Board of the American Boards of Examiners in Speech Pathology and Audiology of the American Speech and Hearing Association.

All students in the Professional Training Program are required to complete the core group of courses common to all areas of concentration. These are:

#### THE CORE COURSES

Sp. & Hr.

- 301-2—Communication Disorders
- 401-2—Anatomical and Physiological Bases of Speech and Hearing
- 417-2—Psychological Tests: Statistical Interpretations and Adaptations to Speech and Hearing Impaired
- 421-3—Introduction to Electroacoustics
- 439-3—Language Development and Speech and Hearing Impairment
- 458-3—Phonetics for the Hearing Impaired

#### REQUIRED COURSE SEQUENCES

(Capitals indicate core courses)

#### *EDUCATION OF THE DEAF*

First Semester

- 401- 2 --ANATOMICAL AND PHYSIOLOGICAL BASES OF SPEECH AND HEARING
- 430- 3 --Audiometry and Hearing Aids
- 439- 3 --LANGUAGE DEVELOPMENT AND SPEECH AND HEARING IMPAIRMENT
- 451- 3 --Language for the Deaf
- 458- 3 --PHONETICS FOR THE HEARING IMPAIRED

Second Semester

- 404-301-2 —COMMUNICATION DISORDERS  
417- 2 —PSYCHOLOGICAL TESTS: STATISTICAL INTERPRETATIONS AND ADAPTATIONS TO SPEECH AND HEARING IMPAIRED  
421- 3 —INTRODUCTION TO ELECTROACOUSTICS  
452- 3 —Language for the Deaf  
456- 3 —Early Education of Young Hearing Handicapped Children  
459- 3 —Speech for the Deaf

Third Semester

- 351- 2 —Practice Teaching  
445- 3 —Remedial Approaches to Language Disorders of Compound Origin  
453- 3 —School Curricula for the Deaf  
Electives

Fourth Semester

- 352- 4 —Practice Teaching  
402- 2 —Neurophysiology and Pathology of Hearing  
436- 2 —Aural Rehabilitation  
454-3 —School Curricula for the Deaf  
Electives

RECOMMENDED ELECTIVES

- 415- 3 —Acoustical Phonetics and Speech Perception  
419- 3 —Administration of Psychological Tests for the Deaf  
435- 3 —Audiology in Education  
441- 3 —Introduction to Speech Pathology  
444- 3 —Diagnostic Procedures in Speech Pathology  
531- 3 —Hearing Evaluation and Diagnosis  
547- 3 —Voice Disorders  
550- 3 —Seminar in the Psychology of Deaf and Speech Handicapped  
551-52- 1 —Readings in Speech and Hearing  
553-54- 3 —Curriculum Development and Supervision in the Education of the Deaf  
556- 3 —Management of Young Hearing Impaired Children  
560 —Independent Study

*AUDIOLOGY*

First Semester

- 401- 2 —ANATOMICAL AND PHYSIOLOGICAL BASES OF SPEECH AND HEARING  
430- 3 —Audiometry and Hearing Aids  
439- 3 —LANGUAGE DEVELOPMENT AND SPEECH AND HEARING IMPAIRMENT  
441- 3 —Introduction to Speech Pathology  
458- 3 —PHONETICS FOR THE HEARING IMPAIRED

Second Semester

- 301- 2 —COMMUNICATION DISORDERS  
402- 2 —Neurophysiology and Pathology of Hearing  
417- 2 —PSYCHOLOGICAL TESTS: STATISTICAL INTERPRETATIONS AND ADAPTATIONS TO SPEECH AND HEARING IMPAIRED  
421- 3 —INTRODUCTION TO ELECTROACOUSTICS  
436- 2 —Aural Rehabilitation  
456- 3 —Early Education of Young Hearing Handicapped Children

Third Semester

- 333- 3 —Practicum  
419- 3 —Administration of Psychological Tests for the Deaf  
423- 3 —Electroacoustics for Applied Audiology  
435- 3 —Audiology in Education  
531- 3 —Hearing Evaluation and Diagnosis  
Electives

**Fourth Semester**

- 334- 3 –Practicum
- 414- 3 –Hearing
- 532- 3 –Hearing Evaluation and Diagnosis
- 560 –Independent Study
- Electives

**RECOMMENDED ELECTIVES**

- 411- 3 –Methods of Psychophysics
- 415- 3 –Acoustical Phonetics and Speech Perception
- 425- 3 –Communications Engineering and Signal Analysis
- 444- 3 –Diagnostic Procedures in Speech Pathology
- 445- 3 –Remedial Approaches to Language Disorders of Compound Origin
- 451-52- 3 –Language for the Deaf
- 501- 3 –Seminar in Physiology of Hearing
- 511- 3 –Seminar in Hearing
- 530- 3 –Seminar in Clinical Audiology
- 550- 3 –Seminar in Psychology of Deaf and Speech Handicapped

***SPEECH PATHOLOGY***

**First Semester**

- 401- 2 –ANATOMICAL AND PHYSIOLOGICAL BASES OF SPEECH AND HEARING
- 430- 3 –Audiometry and Hearing Aids
- 439- 3 –LANGUAGE DEVELOPMENT AND SPEECH AND HEARING IMPAIRMENT
- 441- 3 –Introduction to Speech Pathology
- 458- 3 –PHONETICS FOR THE HEARING IMPAIRED

**Second Semester**

- 301- 2 –COMMUNICATION DISORDERS
- 417- 2 –PSYCHOLOGICAL TESTS: STATISTICAL INTERPRETATIONS AND ADAPTATIONS TO SPEECH AND HEARING IMPAIRED
- 421- 3 –INTRODUCTION TO ELECTROACOUSTICS
- 442- 3 –Introduction to Speech Therapy
- 444- 3 –Diagnostic Procedures in Speech Pathology

**Third Semester**

- 333-(3-6) –Practicum
- 541- 3 –Aphasia and Related Disorders
- 546- 3 –Stuttering
- 548- 3 –Seminar in Speech Pathology
- Electives

**Fourth Semester**

- 334- 6 –Practicum
- 540- 3 –Disorders of Articulation
- 547- 3 –Voice Disorders
- 560 –Independent Study
- Electives

**RECOMMENDED ELECTIVES**

- 414- 3 –Hearing
- 419- 3 –Administration of Psychological Tests for the Deaf
- 436- 2 –Aural Rehabilitation
- 451-52- 3 –Language for the Deaf
- 456- 3 –Early Education of Young Hearing Handicapped Children
- 459- 3 –Speech for the Deaf
- 550- 3 –Seminar in Psychology of Deaf and Speech Handicapped
- 551-52- 1 –Readings in Speech and Hearing
- 556- 3 –Management of Young Hearing Impaired Children

Students may elect courses from other related departments at Washington University. Information can be found in the appropriate bulletins (College of Arts and Sciences, University College, Graduate School of Arts and Sciences) of the University.

#### DESCRIPTION OF COURSES

- 301. Communication Disorders.** Staff  
Professional trends and issues and historical perspectives in the study and treatment of disordered communication, including audiology, speech pathology, education of the deaf and research in these fields. Three class hours a week. Credit 2 units.
- 333-334. Practicum.** Staff  
Supervised Clinical practicum assigned to the area of professional concentration of the student. Hours and credit to be arranged.
- 351. Practice Teaching\*** Staff  
Credit 2 units Fall semester  
Systematic training in the technique of teaching hearing impaired children, classroom procedure; demonstrations and practice.
- 352. Practice Teaching\*** Staff  
Credit 4 units Spring semester  
Continuation of 351.
- 401. Anatomical and Physiological Bases of Speech and Hearing.** Davis  
Anatomy and physiology of the organs of speech. Anatomy and bioacoustics of the ear and a survey of impairments of hearing. A neurophysiological introduction to the problems of central impairments of speech, hearing and the learning of language. Two class hours a week. Credit 2 units.
- 402. Neurophysiology and Pathology of Hearing.** Davis  
Electrical and neural activity of the auditory system. Impairments of hearing, treated in greater depth than in Course 401. Two class hours a week. Credit 2 units.
- 411. Methods of Psychophysics.** Watson  
Lectures and laboratory in relevant aspects of traditional psychophysical methods, theory of signal detectability, information theory and choice models, as well as elements of sensory scaling technique. Prerequisite Psychology 418 and/or permission of instructor. Three class hours a week. Credit 3 units.
- 414. Hearing.** Miller  
Study of the basic auditory phenomena: sensitivity, psychophysical attributes, masking, localization, adaption and complex auditory perception. Prerequisites: Speech and Hearing 421 and 430, or permission of instructor. Three class hours a week. Credit 3 units.
- 415. Acoustical Phonetics and Speech Perception.** Hirsh, Erber  
Acoustical analysis of speech sounds; cues and features of speech in perception; effects on speech perception of linguistic rules and learning. Prerequisites: Speech and Hearing 421 or 423, and 430 or 414, or permission of instructor. Three class hours a week. Credit 3 units.

---

\*The requirement is generally from 2 to 6 hours per week.

**417. Psychological Tests: Statistical Interpretations and Adaptations to Speech and Hearing Impaired.**

Lane

Brief review of statistics necessary for the selection of tests and interpretation of test results; history of psychological testing of deaf children; application of tests of intelligence, educational achievement and personality to the deaf and speech impaired; demonstrations of test materials and interpretation of test scores. Three class hours a week. Credit 2 units.

**419. Administration of Psychological Tests for the Deaf.**

Lane

Practice in the administration, scoring and interpretation of individual performance tests of intelligence, and of school-achievement tests; use of test scores in counselling. Two class hours a week and practicum. Credit 3 units.

**421. Introduction to Electroacoustics.**

Eldredge

Principles of acoustics and electricity basic to the understanding of auditory stimuli, speech production, and instruments used by workers with the deaf and speech handicapped, for example, tuning forks, audiometers, individual and group hearing aids, and other electroacoustic devices. Three class hours plus one laboratory hour a week. Credit 3 units.

**423. Electroacoustics for Applied Audiology.**

Niemoeller

Fundamentals of practical acoustics, terminology, with applications to room acoustics and noise problems; electroacoustic transducers, and systems such as hearing aids, audiometers and recording systems. Prerequisite: Speech and Hearing 421 or equivalent, and college algebra. Three class hours a week. Credit 3 units.

**425. Communications Engineering and Signal Analysis.**

Niemoeller

Fundamental concepts of electrical communication engineering; analysis of periodic, transient, and random signals including power spectra and correlation functions; transmission of signals through linear systems, amplifiers, filters. Prerequisite: college algebra and calculus. Three class hours a week. Credit 3 units.

**430. Audiometry and Hearing Aids.**

Shore, Staff

Principles and practice of tests of auditory functions; pure tones and speech audiometry; diagnostic and prognostic significance of tests; clinical selection of hearing aids for children and adults. Two class hours a week and practicum. Credit 3 units.

**435. Audiology in Education.**

Erber, Shore

Examination of variables that influence the deaf child's ability to receive speech. The message, the talker, the environment, the hearing aid, and the impaired ear will be discussed in relation to educational practice. Three class hours a week. Credit 3 units.

**436. Aural Rehabilitation.**

Simmons

Presentation of systems of teaching lipreading to children and adults; principles and methods of training in the use of residual hearing through amplifying devices. Demonstration. Two class hours a week. Credit 2 units.

**439. Language Development and Speech and Hearing Impairment.**

Simmons

This course will include the nature of human language with particular emphasis upon psycholinguistic findings. It will cover the normal development of a child's language system and the factors influencing language growth. The language development of hearing and speech impaired children from infancy through primary will be contrasted with normal development. Four class hours a week. Credit 3 units.

**441. Introduction to Speech Pathology.**

Wilson

Study of the manifestations and causes of defects of speech and voice; emphasis on description and nature of disorders. Lectures, readings, observations. Three class hours a week. Credit 3 units.

**442. Introduction to Speech Therapy.**

Wilson

Principles of remedial approaches to disorders of speech and voice; relation between evaluation and therapy with emphasis on therapy. Lectures, readings and demonstration. Three class hours a week. Credit 3 units.

- 444. Diagnostic Procedures in Speech Pathology.** Kleffner  
 Study of the evaluation process and tests for disorders of speech, voice and language; emphasis on diagnostic procedures for children; includes testing for documenting progress in therapy. Lectures, demonstrations, and reading. Three class hours a week. Credit 3 units.
- 445. Remedial Approaches to Language Disorders of Compound Origin.** Kleffner, Swisher  
 Instructional methods and innovations for teaching speech and language to children whose learning of language is markedly below expectation for their social, intellectual and auditory potential. Particular emphasis given to low achieving hearing impaired children. Lectures, reading, observation. Four class hours a week. Credit 3 units.
- 451-452. Language for the Deaf.** Woodward  
 Principles and methods of developing language competence in deaf children with emphasis on stages of development and appropriate teaching sequences. Four class hours a week. Credit 3 units each semester. For those not in the program of Education of the Deaf, permission of instructor is required.
- 453-454. School Curricula for the Deaf.** Simmons, Woodward, Golf  
 Principles and methods of teaching reading and school subject matter to deaf children; demonstration and observation. Prerequisite 451-452 or equivalent. Four class hours a week. Credit 3 units each semester.
- 456. Early Education of Young Hearing Handicapped Children.** Simmons  
 An examination of instructional materials, learning experiences, language needs and counseling procedures appropriate to the education of parents and their young child. An analysis of pre-nursery and nursery practices based upon the child's developmental needs. Opportunities provided for observation and laboratory experience. Four class hours a week. Credit 3 units.
- 458. Phonetics for the Hearing Impaired.** Silverman  
 Descriptive and acoustic phonetics including systems of orthography. Factors influencing development of intelligible speech in hearing-impaired children. Demonstrations. Three class hours a week. Credit 3 units.
- 459. Speech for the Deaf.** Silverman  
 Development of speech in hearing-impaired children through a multisensory approach. Articulation, voice and intonational patterns are considered. Demonstration and practice. Three class hours a week. Credit 3 units.
- 501. Seminar in Physiology of Hearing.** Davis, Eldredge  
 Experimental and theoretical issues in auditory physiology. Particular topics change from year to year. Prerequisite: permission of instructor. Three class hours a week. Credit 3 units; (alternate Spring semesters.)
- 502-503. Independent Work in Auditory Physiology.** Staff  
 Credit to be arranged.
- 511. Seminar in Hearing.** Hirsh, Miller  
 Discussion of topics, selected year by year, in hearing, auditory perception and speech perception. Three class hours a week. Credit 3 units.
- 513-514. Independent Work in Psychoacoustics.** Staff  
 Credit to be arranged.
- 521. Independent Work in Electroacoustics.** Niemoeller  
 Credit to be arranged.
- 530. Seminar in Clinical Audiology.** Shore  
 Three class hours a week. Credit 3 units.

- 531-532. Hearing Evaluation and Diagnosis.** Carver, Staff  
 Discussion and practice of the implementation of the tests of auditory function; principles and techniques of audiological assessment; selection of hearing aids; management of audiology clinic and its relation to the community. Prerequisite 430 or equivalent. Three class hours a week. Credit 3 units each semester.
- 540. Disorders of Articulation.** Kleffner  
 Study of the nature, causes and remedial approaches for disorders of articulation. Lectures, reading, observation. Prerequisite 441-442 or equivalent. Three class hours a week. Credit 3 units.
- 541. Aphasia and Related Disorders of Communication.** Swisher  
 Survey of historical and contemporary literature dealing with disorders of communication associated with neuropathologies. Study of evaluative tests, systems of classification, therapy. Prerequisite 441-442 or equivalent. Three class hours a week. Credit 3 units.
- 546. Stuttering.** Wilson  
 Study of the manifestations, causes and clinical management of stuttering in children and adults. Prerequisite 441-442 or equivalent. Lectures, reading, observations. Three class hours a week. Credit 3 units.
- 547. Voice Disorders.** Wilson  
 Study of the manifestations, causes and clinical management of disorders of voice production in children and adults. Prerequisite 441-442 or equivalent. Lectures, reading, observation. Three class hours a week. Credit 3 units.
- 548. Seminar in Speech Pathology.** Staff  
 Discussion of topics in Speech Pathology selected year by year. Three class hours a week, credit 3 units.
- 550. Seminar in Psychology of Deaf and Speech Handicapped.** Lane  
 Discussion of the effect of deafness on behavior of children, on their educational achievement, on personality development; problems of adjustment to a hearing environment in school and vocational placement, counseling and guidance. Three class hours a week. Credit 3 units.
- 551-552. Readings in Speech and Hearing.** Silverman  
 Critical discussion of professional periodicals and current books dealing with speech and hearing disorders and related fields. One and one-half class hours a week. Credit 1 unit each semester.
- 553-554. Curriculum Development and Supervision in the Education of the Deaf.** Woodward  
 Analysis of selected subject areas in the education of deaf children and consideration of appropriate teaching sequences and materials. Prerequisite permission of instructor. Three class hours a week. Credit: 3 units each semester.
- 556. Management of Young Hearing Impaired Children.** Simmons  
 An interdisciplinary course including psychological, social and educational aspects of parent and infant management. Stress will be placed on infant and child development, the nature of the learning-teaching processes—small group dynamics—curriculum and foundation of speech and hearing. Three class hours a week. Credit 3 units.
- 560. Independent Study.** Staff  
 Credit to be arranged.  
 Not all of the above courses are offered annually. Course offerings will depend on demand. The department reserves the right to cancel courses.

ADMINISTRATIVE OFFICERS

John B. Ervin, Ed.D. . . . . Dean, School of Continuing Education,  
Washington University  
Andrew E. Thomas, M.Ed. . . . . Assistant Dean, School of Continuing  
Education, Washington University  
R. Henry Pauk, M.S.Ed. . . . . Director, Office of Admission and Academic  
Advisement, School of Continuing Education,  
Washington University  
S. Richard Silverman, Ph.D., D.Litt., L.H.D., L.L.D. . . . . Director of Central Institute  
Helen S. Lane, Ph.D. . . . . Principal of Central Institute

FACULTY

William F. Carver, Ph.D. . . . . Assistant Professor of Audiology  
Harold Cutler, M.D. . . . . Instructor in Clinical Otolaryngology  
(Visiting)  
Hallowell Davis, M.D., Sc.D. . . . . Research Professor Emeritus and Lecturer  
in Physiology and Otolaryngology  
Donald Eldredge, M.D. . . . . Research Professor of Otolaryngology  
Lecturer in Electroacoustics  
Helen R. Golf, M.Ed. . . . . Instructor in Education of the Deaf  
Ira J. Hirsh, Ph.D. . . . . Professor of Psychology, Research Professor of  
Audiology in Otolaryngology  
Frank R. Kleffner, Ph.D. . . . . Professor of Speech  
Helen S. Lane, Ph.D. . . . . Professor of Education  
James D. Miller, Ph.D. . . . . Associate Professor of Psychology  
Arthur F. Niemoeller, Sc.D. . . . . Associate Professor of Electrical Engineering  
L. Woodrow O'Brien, D.D.S. . . . . Associate Professor of Clinical Prosthesis  
(Visiting)  
June Schwankhaus, M.A. . . . . Instructor in Speech Pathology  
Irvin Shore, M.A. . . . . Associate Professor of Audiology  
S. Richard Silverman, Ph.D., D. Litt., L.H.D., L.L.D. . . . . Professor of Audiology  
Audrey Ann Simmons, Ed.D. . . . . Associate Professor of Education of the Deaf  
Linda P. Swisher, Ph.D. . . . . Assistant Professor of Speech Pathology  
Chas. S. Watson, Ph.D. . . . . Associate of Professor of Psychology  
Frank B. Wilson, Ph.D. . . . . Associate Professor of Speech Pathology  
Helen M. E. Woodward, M.A. . . . . Assistant Professor of Education of the Deaf

\* \* \* \*

Laurel Wilson . . . . . Assistant to the Registrar  
Katherine Blinn . . . . . Residence Hall Counselor



## CALENDAR — 1971-72

### CENTRAL INSTITUTE FOR THE DEAF

|            |           |                      |   |
|------------|-----------|----------------------|---|
| September— |           |                      |   |
|            | 2, 3 & 7  | 9:00 A.M.-3:00 P.M.  | Teachers' Institute.  |
|            | 4         | 9:00 A.M.            | Residence Hall open for College Students.                       |
|            | 7         |                      | Residential children report.                                    |
|            | 7         | 10:30 A.M.           | Orientation meeting for college students.                       |
|            | 7         | 1:30 P.M.            | Meeting for college students working with children.             |
|            | 8         | 8:40 A.M.            | Classes for children begin.<br>Day pupils go home at noon.      |
|            | 8         | 9:30-11:30 A.M.      | P.T.A. coffee for parents and teachers.                         |
|            | 8         |                      | Children's tuition for first semester due.                      |
|            | 7, 8, & 9 |                      | Registration at Washington University (graduate students only). |
|            | 10        | 8:00 A.M.            | College classes begin.  |
|            | 10        |                      | College tuition for first semester due.                         |
| October    | 29        | 7:00 P.M.            | Hallowe'en Party.   |
| November   | 24        | 3:00 P.M.            | Thanksgiving recess begins.                                     |
|            | 29        |                      | All classes resume.   |
| Dec.       | 11-16     | Inclusive            | College final examinations.                                     |
|            | 17        | 10:00 A.M.           | Christmas Party.  |
|            | 17        | Noon                 | Christmas recess begins.  |
| January    | 5         |                      | College students and residential children return.               |
|            | 6         |                      | Classes for children resume.                                    |
|            | 6-10      |                      | Conference period for college students and advisors.            |
|            | 11        |                      | College classes resume: second semester tuition due.            |
|            | 24-25     |                      | Registration at Washington University (graduate students only). |
| February   | 1         |                      | Tuition for second semester for children due.                   |
|            | 21        |                      | Holiday—Washington's Birthday.                                  |
| March      | 23        | Noon                 | Spring recess begins.   |
| April      | 3         |                      | College students and residential children return.               |
|            | 4         |                      | Classes for children and college students resume.               |
| May        | 8-16      | Inclusive            | College final examinations.                                     |
|            | 23        | 10:00 A.M.-3:00 P.M. | School Picnic.  |
|            | 24        | 7:30 P.M.            | Spring Prom — Children.   |
|            | 25        | Evening              | P.T.A. Meeting.   |
|            | 26        | Time to be announced | Washington University Commencement.                             |
|            | 26        | 12:00 Noon           | School closes.  |
|            | 27        | 10:00 A.M.           | C.I.D. Graduation — Children and College students.              |

All inquiries should be addressed to:

REGISTRAR

CENTRAL INSTITUTE FOR THE DEAF

818 S. Euclid

St. Louis, Missouri 63110