

# SPEECH LANGUAGE PATHOLOGY (SLP)

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## **SLP 502 Assessment (3)**

Course content involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology.

## **SLP 503 Speech Sound Disorders (3)**

Focus is on assessment, interventions, and instructional strategies for speech sound disorders among children without known organic impairments.

## **SLP 505 Early Childhood Language Disorders (3)**

Students examine the nature, assessment, and treatment of language disorders in infants, toddlers, and preschool children.

## **SLP 506 Later Childhood Language Disorders (3)**

Students learn about diagnostic issues and treatment approaches for the school-aged population. Special attention is given to language and literacy interventions aimed at improving phonological processing and oral and written language comprehension and expression.

## **SLP 508 Adult Language Disorders I (3)**

Information regarding assessment and treatment of persons with acquired aphasia and communication disorders associated with right hemisphere lesions will be explored from neurological, pathophysiological, theoretical, and clinical perspectives.

## **SLP 509 Adult Language Disorders II (3)**

Information provided related to understanding, assessing and treating acquired adult communication disorders associated with traumatic brain injury and dementia. Disorders will be explored from neurological, pathophysiological, theoretical, and clinical perspectives.

## **SLP 510 Research Methods in Speech-Language Pathology (3)**

Course content focuses on the speech-language pathologist's role as clinical researcher and presents the need for science to inform clinical practice. Students read and critically analyze existing research within speech-language pathology and review common research designs and data analysis techniques. Students are required to design and complete a collaborative research project.

## **SLP 512 Neurology for Speech-Language Pathologists (3)**

Course offering provides information related to basic structures and functions of the human neurological system with emphasis on human communication processes and related functions.

## **SLP 516 Motor Speech Disorders (3)**

Information related to understanding, assessing and treating motor speech disorders (e.g., dysarthrias and apraxia of speech) in children and adults.

## **SLP 517 Fluency (3)**

Study the behaviors, causative and maintenance factors, diagnosis, and treatment of fluency disorders.

## **SLP 518 Voice (2)**

A theoretical and applied study of human voice anatomy and physiology and diagnosis and treatment of vocal disorders. This course covers the anatomy and physiology underlying normal voice production, the functional and organic disorders of voice, diagnostic procedures including clinical evaluation and standardized assessments, psychological interviewing principles and counseling of clients with voice disorders and the principles and techniques of voice therapy for children and adults.

## **SLP 520 Augmentative and Alternative Communication (2)**

The primary purpose of this course is to teach students why, when, and how augmentative and alternative communication and related assistive technology can be used to aid individuals with complex communication needs (e.g., individuals with severe physical impairments, sensory impairments, severe communication disorders, etc.) The impact of cognitive, educational, physical, psychosocial, and linguistic aspects of human behavior on AAC use, characteristics of AAC, AAC assessment and intervention, and AAC research issues and needs will be addressed. The course will enable students to more effectively meet the needs of persons with severe communication disorders.

## **SLP 521 Cleft Palate (2)**

A study of the effects of craniofacial anomalies on speech development with particular attention to the effects of clefts of the lip and/or palate. Focus is on assessment and treatment of speech, resonance and velopharyngeal dysfunction. Management of associated feeding problems in this population is also discussed.

## **SLP 522 Dysphagia (3)**

Designed to provide information related to understanding and assessing normal swallowing and understanding the etiology, assessment, and treatment of individuals with feeding/swallowing disorders.

## **SLP 523 Multi-Cultural Populations: Communication Disorders Across Cultures (1.5)**

This course examines how diversity offers major challenges and opportunities in the workplace and in the larger society. We will focus on competencies in the form of awareness, understanding and skills that maximize resources and empower individuals and groups with a wide variety of interests, talents, and cultural backgrounds. In today's global environment, college graduates and employees are expected to collaborate with others as members of socially diverse teams, groups, organizations, and communities. The SLP is one of these professions who need to be actively engaged in the assessment and intervention of speech and language development in the culturally and linguistically diverse (CLD) individuals. This course will dispel the myths about dual language development and the students will obtain the information that is required to properly support young bilingual children and their families as future professionals. The topics will include the need for CLD children continuous, consistent, and rich exposure to both languages, the typical stages of second-language acquisition, the ways to identify language delay that is the result of an actual disorder, the code mixing, the assessment strategies of CLD students, and the intervention plans. This course will also expose students to the background, values/beliefs, and language issues of CLD populations.

## **SLP 524 Autism Spectrum Disorders (3)**

Students are provided an introduction to characteristics and communication of individuals with Autism Spectrum Disorder (ASD), including recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

## **SLP 525 Counseling (3)**

Examines the role of speech-language pathologists in the provision of various forms of counseling to individuals with communication disorders and their families.

**SLP 584 Clinical Practicum: Proseminar (1)**

The emphasis of this class is to prepare the student for clinical practicum, laying the foundation for both onsite and offsite placements. Documentation, ethics, intervention, and evaluation techniques are all taught with the assistance of second-year mentors and the clinical supervisor. Class time is used to teach fundamentals and expose students to a variety of professionals working in the field that will describe various placement sites.

**SLP 585 Clinical Practicum (1-3)**

The student is assigned on campus with 2-3 clients, increasing throughout the course of the semester as need arises or the student is off campus 3 days per week. The increase in credit hours reflects the increased clinical load that the student can expect to take on. On average the student will spend 10-20 hours per week in clinical practicum. This course is repeatable twice.

**SLP 586 Clinical Practicum (1-3)**

Students in the class will all be assigned to an off campus placement. Some students will remain on campus for the first 3-4 weeks and will serve as mentors to 1st years. The mentors are assigned up to 4 clients and 4 first-year students. They will participate in co-evaluation and treatment of the clients and provide support to the student in the clinic. After their students have taken over the care of the client, the 586 student will proceed to his/her fieldwork site. Students will be off campus 3 days per week for 20 or more hours per week. The seat time component will be divided between in class participation and online instruction, since students can be placed up to an hour away and are not always able to come back to campus after a day in the field.

**SLP 587 Advanced Clinical Practicum (6)**

Student will be off campus 30 or more hours per week involved in direct client care for a minimum of 14 weeks. Depending on the preferences of the student, the clinical need, and the site placements, students will be placed either in one site for the full semester or two sites for 8-10 weeks each (typically school and medical). Students are aware that participation in two site placements may result in them having to continue at their site placement for a few weeks after graduation, but will not impact their ability to finish the program on time. All requirements for grading and clinical clock hours are anticipated to be met prior to graduation.

**SLP 597 Independent Study (1-5)**

**SLP 698 Comprehensive Examination (0)**

Second year students are required to complete comprehensive examinations in order to qualify for graduation. These are waived if the student successfully completes a thesis. The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology from their graduate studies as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge/skill areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

**SLP 699 Thesis (1)**

A thesis is intended to acquaint the student with research methodology. It is expected that original research or replication of a research project will be undertaken. Students who select the thesis option must identify an advisor that they believe will provide the best guidance in the pursuit of their objectives.