

### **Phonetic and Phonological Disorders**

In this course, students will study normal and disordered patterns of phonological development, methods of analyzing phonological data, and principles of assessment and treatment of phonological disorders.

### **Neural Bases of Speech and Language**

Focuses on developing an understanding of the neuroanatomical and functional organization of the central auditory pathways.

### **Evaluation Procedures In Speech-Language Pathology**

Covers the components and methods of the clinical interview/history taking process. Includes content on how to analyze, synthesize, and evaluate data, including standardized and informal measures, history, observations, relevant professional reports, and factors that affect test results in order to reach conclusions and, ultimately, make recommendations.

### **Auditory Physiology**

Focusing on the structure and function of the auditory system up to the cochlea, effects of pathology on the functioning of the auditory system up through the cochlea.

### **Early Child Language Acquisition and Intervention**

Study of children's language acquisition from infancy to the early school-age years. The course highlights recent research in the areas of infant speech perception, early phonological development, the beginnings of grammatical comprehension, and the role of prosody in children's language development.

### **Principles of Language Disorders**

#### **Goals of Course:**

1. The student will be able to describe differences between typically developing children and children with language impairments according to status of linguistic representations
2. The student will be able to describe the salient characteristics of receptive and expressive language problems and their possible etiologies or correlates.
3. The student will be able to describe major principles of assessment and intervention, delineate the prevalent assessment tools for preschoolers with language impairments, demonstrate basic skill in analyzing language samples, and provide the general framework of each of the intervention methods that receive empirical support.
4. The student will be able to describe the contribution of local norms and sensitivity and specificity for test instruments, and describe the treatment procedures that have received the best supportive evidence in the scientific literature.

### **Voice Disorders**

#### **Goals of Course:**

1. To increase understanding of laryngeal anatomy and physiology.

2. To learn about the various subsystems involved in voice production.
3. To develop clinical skills for the examination of voice and voice disorders.
4. To identify, prevent, and treat voice disorders of structural, organic, neurologic, and psychogenic bases.
5. To develop problem-solving skills to differentially diagnose and treat voice disorders based on an understanding of normal voice production.
6. To discuss treatment techniques for voice disorders
7. To appreciate the value of the voice team in the management of voice disorders.

### **Fluency Disorders**

#### **Goals of Course:**

1. Students will learn the characteristics of stuttering in preschool and school-age children, adolescents, and adults.
2. Students will learn assessment and treatment procedures for preschool children, school age children, adolescents, and adults who stutter.
3. Students will become familiar with the major theoretical and clinical approaches to stuttering treatment.
4. Students will learn how to read research articles in the area of fluency and will be familiar with the major research findings in the field.
5. Students will learn about the nature and treatment of stuttering in diverse populations and will learn to use clinical methods that are sensitive to developmental and cultural differences

### **Motor Speech Disorders**

#### **Goals of the Course:**

1. To address the underlying neural bases for motor speech disorders.
2. To learn the general speech characteristics that accompany motor speech disorders.
3. To examine assessment techniques for motor speech disorders and the differential diagnosis of dysarthrias and apraxia of speech.
4. To discuss treatment techniques for motor speech disorders, including behavioral, surgical, and pharmacomedical.
5. To understand the advantages, disadvantages, and efficacy of assessment and treatment techniques.

### **School Age Language Development**

#### **Goals of Course:**

This course covers assessment and intervention approaches for school-age language disorders, children beyond age 5 years. Topics include speech-language services at the

discourse level; the relationship between language and literacy; service delivery models including integration; and educational laws and policies.

### **School Methods**

#### **Goals of Course:**

Upon completion of this course students will demonstrate competencies in the following areas:

1. Knowledge and understanding of past and present federal legislation that impacts provision of speech, language, and hearing services in schools.
2. Understanding of Indiana Standards and guidelines used for determining communication competence relative to treatment planning and enrollment eligibility.
3. Knowledge of professional standards for service delivery; current trends in service delivery, and related legislation/health care reforms.
4. Understanding of professional qualifications, roles, and services related to speech-language pathology and audiology in educational settings.
5. Knowledge of assessment and treatment procedures for language disorders of school-age children, including language disorders associated with specific disabilities.
6. Understanding of the tasks required for providing speech, language, and hearing services in school settings (e.g., diagnostics, scheduling).

### **Internship in Public Schools**

This course is designed to provide students in speech-language pathology when appropriate, with quality clinical practicum experiences involving diagnostic, treatment, and counseling services to individuals across the lifespan who present with a wide variety of speech-language disabilities. These experiences are offered in a variety of settings including, but not limited to, public schools, medical facilities, early intervention programs, residential settings, and nonresidential clinic settings.