**1) New Graduate Course: CSD SLP 500: Seminar** (1 credit)

Procedures related to federal regulations (e.g., HIPAA, FERPA, Hi-Tech Act) will be discussed.

 Students will learn about the supervision and certification processes and speech-language pathologists’

 Scope of Practice as determined by the American Speech-Language-Hearing Association (ASHA). They

 will learn to follow and interpret the ASHA Code of Ethics. Students will complete evidence-based

 practice assignments that will apply to their clinical practicum caseload. The intervention process from

 intake and interview through dismissal will be explored.

2) **New Graduate Course: CSD SLP 501: Practicum** (3 credits**)**

 The primary objective for this internship course is for students to provide supervised

 intervention for up to four clients in individual and/or group weekly sessions at the Center for Speech,

 Language, and Hearing. Student clinicians will complete documentation for each session for each client,

 write semester summary clinical reports, participate in weekly staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients’

 caregivers. Students will review with a clinical supervisor or the Center Director one videotaped

 intervention session and will set personal goals for future semesters of intervention based on an exit

 interview session. This recording again will be reviewed along with an updated recording at the end of

 Clinical Practicum 4 so student clinicians can reflect on areas of clinical growth.

**3) New Graduate Course: CSD SLP 502: Seminar** (1 credit)

 The primary objective of this course is to build upon principles introduced in Clinical Seminar 1.

 Student clinicians will complete evidence-based practice assignments for each client seen in their Clinical Practicum internship. Interprofessional practice for different work settings will be discussed and practiced in case study and role play assignments. Intervention approaches for clients with specific types of disorders will be explored. Strategies for adapting intervention plans, deciding when to dismiss clients, and using principles of learning to guide the intervention process all will be emphasized in this seminar.

**4) New Graduate Course: CSD SLP 503: Practicum** (3 credits)

 The primary objective of this internship course is to build upon content covered in Clinical

 Seminar 1 and clinical experiences developed in Clinical Practicum 1 to continue to provide supervised

 intervention for up to four clients in individual and/or group weekly sessions at the Center for Speech,

 Language, and Hearing. Student clinicians will work with increasing independence to complete

 documentation for each session for each client, write semester summary clinical reports, participate in

 weekly staffing sessions with their supervisors and fellow clinicians, and provide the highest level of

 individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients’ caregivers.

**5) New Graduate Course: CSD SLP 504: Seminar** (1 credit)

The primary objective of this course is to build upon content introduced in Clinical Seminars 1

 and 2 and clinical experience developed in Clinical Practicums 1 and 2. Conflict resolution, workload

 concerns, self-advocacy in the workplace, and use of technology in the diagnostic, assessment, and

 intervention processes will be topics that will be explored in this course. Intervention approaches for

 clients with specific types of disorders will be explored. There also will be a specific focus on serving

 individuals from culturally and linguistically diverse backgrounds.

**6) New Graduate Course: CSD SLP 505: Practicum** (3 credits)

The primary objective of this internship course is to build upon clinical experience developed in

 Clinical Practicums 1 and 2 to continue to provide supervised intervention for up to four clients in

 individual and/or group weekly sessions at the Center for Speech, Language, and Hearing. Student

 clinicians will work with increasing independence to complete documentation for each session for each

 client, write semester summary clinical reports, participate in weekly staffing sessions with their

 supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based

 intervention for their clients. Student clinicians will have the opportunity to share information with and

 counsel clients’ caregivers.

**7) New Graduate Course: CSD SLP 506: Seminar** (1 credit)

The primary objective of this course is to build upon content introduced in Clinical Seminars 1,

 2, and 3 and clinical experience developed in Clinical Practicums 1, 2, and 3. Specific areas of focus for

 this course include job requirements of different work settings, billing and reimbursement, the role of

 professional organizations and continuing education. Professional expectations, workplace etiquette and accountability will be presented to prepare students for their future off-site adult and pediatric externship experiences.

**8) New Graduate Course: CSD SLP 507: Practicum** (3 credits)

 The primary objective of this internship course is to build upon clinical experience developed in

 Clinical Practicums 1, 2, and 3 to continue to provide supervised intervention for up to four clients in

 individual and/or group weekly sessions at the Center for Speech, Language, and Hearing. Student

 clinicians will work with increasing independence to complete documentation for each session for each

 client, write semester summary clinical reports, participate in weekly staffing sessions with their

 supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based

 intervention for their clients. Student clinicians will have the opportunity to share information with and

 counsel clients’ caregivers. Students will self-reflect on their clinical performance by reviewing recordings of their first term clinical work and set personal goals for their clinical externships during an exit interview with a clinical supervisor or the Center Director.

**9) New Graduate Course: CSD SLP 508: Externship – Pediatrics** (8 credits)

 **(Aumuller)**

Student clinicians will engage in advanced clinical practice under supervision of an externship supervisor

 in a pediatric setting such as a school, preschool, or outpatient clinic. Students will participate actively in

 all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively

 engage with their site mentors to learn about documentation, intervention, diagnostics, referrals,

 collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students

 will reflect on their clinical performance and set personal future vocational goals.

**10) New Graduate Course: CSD SLP 509: Externship – Adults** (8 credits)

 (Aumuller)

 Student clinicians will engage in advanced clinical practice under supervision of an externship supervisor

 in a pediatric setting such as a school, preschool, or outpatient clinic. Students will participate actively in

 all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively

 engage with their site mentors to learn about documentation, intervention, diagnostics, referrals,

 collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students

 will reflect on their clinical performance and set personal future vocational goals.

**11) New Graduate Course: CSD SLP 510: Counseling & Professional Issues** (2 credits)

 The primary objective of this course is to provide students with an overview of the speech-language

 pathologist’s role in counseling individuals with communication impairments and their families. Students

 will learn about several specific skills such as active listening, collaborative problem-solving. They will

also learn how to deliver news that is potentially difficult for clients to learn. Special consideration will be given to determining when clients should be referred to mental health professionals. Strategies will be derived from a variety of disciplines including psychology, social work, and communication studies. Other professional issues that will be covered in this course include mandatory reporting procedures and interprofessional interactions in pediatric and adult work settings.

**12) New Graduate Course: CSD SLP 520: Advanced Speech Sound Disorders** (4 credits)

 **(Jakielski)**

The focus of this course is to examine and analyze competing theories of speech acquisition, as well as

 to recognize how a speech-language pathologist’s theoretical understanding influences the SLP’s speech

 sound diagnosis and treatment. A variety of diagnostic procedures and standardized measures will be

 analyzed, with students expected to develop a diagnostic protocol for a variety of speech sound disorders affecting children and adolescents. Dialectal differences and management options will be discussed, as will implications of the World Health Organization model for clinical service delivery. A problem-based learning, case-based format will provide hands-on experiences to further develop critical thinking skills in the evidence-based clinical evaluation and treatment of pediatric speech sound disorders.

**13) New Graduate Course: CSD SLP 522: Advanced Language & Literacy Disorders** (4 credits)

 **(Haskill)**

 The primary objective of this course is for students to build upon concepts introduced in their

 undergraduate Language & Literacy Disorders course. Specifically, this course will focus on students

 applying principles of language science to inform oral and written language assessment and intervention. Students will complete a project related to a language client from their practicum caseload to complete a multi-phase evidence-based practice project. Best practices for family-focused intervention, early intervention, and school-based service delivery will be explored in-depth. Interprofessional practice strategies for collaborating with reading teachers, teachers of English Language Learners, English/language arts educators, and regular and special educators also will be explored.

**14) New Graduate Course: CSD SLP 524: Multicultural Perspectives & Clinical Practice** (4 credits)

 The primary objective of this course is to provide a framework for students to serve individuals with

 communication disorders in a culturally competent way by exploring concepts of multilingualism, cultural identification, public policy, and evidence-based practice. Students will consider how factors such as age, gender, socioeconomic status, and country of origin influence an individual’s interactions and decision-making. Strategies for determining eligibility for speech-language services in multicultural populations will be addressed in-depth. Students will learn to collaborate with other educational or medical team members to best serve individuals from culturally diverse backgrounds.

**15) New Graduate Course: CSD SLP 526: Motor Speech Disorders** (4 credits)

The primary objective of this course is for students to apply an understanding of the nervous system for

 the production of speech to a range of clinical skills: to distinguish the range of symptoms from multiple

 body systems associated with motor speech disorders, to differentiate motor speech disorders from other communication disorders that effect the production of speech, and to differentially diagnose the disorders. Auditory perceptual skills will be practiced for these purposes. Students will learn about etiologies of the disorders. Management of the disorders and the decision-making process for determining the best outcomes for improved communication will be examined with an emphasis on the evidence of efficacy.

**16) New Graduate Course: CSD SLP 530: Diagnostics** (4 credits)

 The primary objective of this course is for graduate student clinicians to apply evidence-based principles

 of communication assessment through all phases of the diagnostic process for clients of all ages who

 have a variety of communication concerns. Students will complete clinical interviews and learn to

 integrate case history information and testing data into clinical decision-making. They will learn about

 standardized test development and will critique commercially available and informal assessment

 measures. Students will interpret psychometric data and will work collaboratively to assess through

 screening and omnibus measures pediatric and adult clients in areas including speech, language, voice,

 fluency, nonverbal intelligence, feeding, swallowing, and hearing. Students will incorporate standardized

 and informal or observational assessment data into treatment planning and goal setting. Special

 emphasis will be placed on interprofessional interactions in the diagnostic and assessment processes.

 Strategies for assessing and determining eligibility for services for multicultural and multilingual clients will be applied. Clinical report writing, ethical treatment of prospective clients, and maintaining patient

 confidentiality will be emphasized in this course.

**17) New Graduate Course: CSD SLP 540: Aphasia** (4 credits)

 **(Drazinski)**

 The primary objective of this course is the range and the patterns of deficit in speaking, listening, reading, and writing that individuals with aphasia may exhibit. This knowledge can then be considered to gain an understanding of the multiple aphasia classification systems and their rationale. Diagnosis of aphasia and aphasia type through standardized and informal procedures will be emphasized. A wide range of intervention strategies and the evidence for their efficacy will be examined for the continuum of recovery and treatment from the acute to the chronic stage.

**18) New Graduate Course: CSD SLP 542: Dysphagia** (4 credits)

 The focus of this course is normal and disordered deglutition and the diagnosis and treatment of

 dysphagia in children and adults. Evaluation of the three phases of deglutition by instrumental measures

 and bedside clinical examinations by the speech-language pathologist in consultation and collaboration

 with other medical team members will be addressed. Management of disordered swallowing using a

 multidisciplinary team approach also will be addressed. Management of swallowing disorders secondary

 to birth trauma, head and neck cancer, and neuromuscular disorders will be addressed, in addition to

 medical treatments currently available. Orofacial myology will be reviewed, with treatment of

 myofunctional disorders addressed. Clinical management and decision making will be based on the

 World Health Organization model and support available from evidence-based practice.

**19) New Graduate Course: CSD SLP 544: Autism Spectrum Disorders & Augmentative & Alternative**

 **Communication** (4 credits)

 **(Haskill)**

 The primary objective of the autism spectrum disorders component of this course is for students to learn about diagnostic criteria for autism spectrum disorder (ASD) and associated disorders and best practices for determining social-communication goals and intervention planning for affected individuals. The role of the family when one or more members is affected by ASD will be explored in-depth. Other topics that will be covered include the SLP’s role on ASD diagnostic and intervention teams, coordination of services, current research about the etiology of ASD, and best practices for treating ASD. The primary objective of the Alternative and Augmentative Communication (AAC) component of the course is for students to determine instances in which high or low tech AAC may be an appropriate primary or supplemental approach for clients with communication impairments across the lifespan. Students will learn about selection techniques and funding, and how to collaborate with other professionals and clients’ family members to determine the most effective approach to take with clients who may benefit from AAC.

**20) New Graduate Course: CSD SLP 546: Advanced Audiology Topics** (4 credits)

 The focus of this seminar is on audiological diagnoses and interventions, and hearing science

 instrumentation for speech-language pathologists. Topics include the history of cochlear implantation, the performance outcomes and auditory (re)habilitation of children and adults with hearing loss using

 implantable technologies, appropriate assessments and evidence-based interventions for auditory

 processing disorders, and clinical applications of instrumentation used in speech and hearing. An

 emphasis will be placed on the collaborative nature of hearing disorders and instrumentation, and speech and language deficits. Includes in-class laboratory work.

**21) New Graduate Course: CSD SLP 550: Fluency Disorders** (2 credits)

 **(Aumuller)**

The focus of this course is diagnosis and treatment of fluency disorders in individuals across the lifespan.

 Students will learn to distinguish among normal disfluencies, stuttering, and other fluency disorders. An

 emphasis will be placed on understanding factors that influence the development of fluency disorders,

 including genetics, neuroanatomy, neurophysiology, speech and language development, temperament,

 and environmental influences. Students will learn how to use differential diagnostic tools, formulate

 intervention goals and procedures, and demonstrate competence in a variety of stuttering modification

 and fluency shaping techniques. Course material and assignments will emphasize the need to address

 fluency clients holistically; i.e., the motor component of disfluency, as well as underlying attitudes and

 emotions.

**22) New Graduate Course: CSD SLP 552: Advanced Research Methods** (2 credits)

 The content in this course builds upon the content covered in undergraduate Research Methods and

 Essay Writing courses. The primary objective of this course is to examine advanced statistical measures.

 There is an emphasis on study design, as well as on interpretation of statistical findings for evidence-

 based decision making in clinical practice.

**23) New Graduate Course: CSD SLP 560: Acquired Cognitive-Communication Disorders** (4 credits)

 **(Drazinski)**

The acquired cognitive-communication disorders associated with traumatic brain injury, dementia, and

 right hemisphere disorder will be examined in this course. Neurophysiological implications of the

 disorders or disease processes will be presented. Students will gain an appreciation for the role of

 attention, memory and executive functions in supporting communication and how deficits in these

 cognitive processes result in communication disorders. To better understand assessment of and

 intervention for cognitive-communication deficits, models explaining these cognitive processes will be

 examined. Students will learn about specific assessment procedures and engage in the decision-making

 process for intervention planning. The social communication aspects of cognitive-communication

 disorders will also be examined.

**24) New Graduate Course: CSD SLP 580: Low Incidence Disorders** (2 credits)

 **(Jakielski)**

The focus of this course is to explore low incidence disorders that effect speech and language in

 childhood, with primary attention on craniofacial disorders, including cleft lip and palate. Students will

 review typical and disordered development of facial anatomy and physiology in neonates, as well as early medical interventions available to address craniofacial dysmorphology. Emphasis placed on the speech-language pathologist’s roles on a multidisciplinary team as a consultant, collaborator, and direct service provider. Research reviewed pertaining to evidence-based practice and the World Health Organization model to develop diagnostic and treatment procedures to address secondary disorders of articulation, language, and voice and resonance in various cultural contexts.

**25) New Graduate Course: CSD SLP 582: Voice Disorders** (2 credits)

The focus of this course is diagnosis and treatment of a wide variety of voice disorders and differences in individuals across the lifespan. The importance of the speech-language pathologist as a member of a multidisciplinary team to differentially diagnose voice disorders will be emphasized. Interventions,

 including counseling, of individuals with voice disorders will be addressed. A survey of medical

 interventions currently available to treat voice disorders will be conducted. Clinical management and

 decision making will be based on the World Health Organization model and support available from

 evidence-based practice. Recognition of the needs of special and culturally diverse populations will be

 discussed throughout the semester.

**26) New Course: RELG 284/384 Buddhism and Film (PH,G)**

 **(Salgado)**

Engaging with written texts, films, and contemplative practice, this course explores how Buddhist religious traditions address ethical and existential issues including questions about suffering, *karma,* life,and death. Students will learn about different schools of Buddhism such as Theravada, Zen and Tibetan Buddhism, the controversy about the ordination of nuns, and issues pertaining to the representation of Buddhism through film. In this course, students will be expected to engage in mindfulness meditational practices.

**27) New Course: KNES 220: Contemporary Issues in Sport and Physical Activity**

 **(Edmonds)**

Although we often consider sport and physical activity as recreational value-free activities,

 they often serve as a window into societal norms and as a space for social change. This

 course is designed for majors and non-majors alike to explore some of the contemporary

 controversies found within sport and physical activity. In exploring these controversies, we

 will debate different perspectives in order to critically examine these controversies in the

 broader context of social, political, and cultural changes.

**28) Change Course title: POLS 380 to POLS380B**

**29) New course: POLS 380A Special Topics** (2 credits)

 Intensive study of a particular aspect of the discipline of political science. Topics will draw on new

 developments in political science related to contemporary events and/or the research and teaching

 expertise of the instructor. Maybe repeated up to 4 credits.

**30) Course Credit change: LATN 100 from 1 credit to 2 credits**

**31) Course renumbered: SCAN 440 & 441 to 360 and 361**

**32) Course substitution: Added to Classical Studies minor**

Students who are unable to complete three terms of upper-level Greek or Latin may substitute one of the following for 2-credit of upper-level language: CLAS 328 (or 328W); HIST 305; or HIST 306.

**END**