

SPCH 206 – Speech Science: Production and Perception

Semester Hours: 3

Spring

Examination of the instrumentation used to study the production and perception of voice and speech signals. Emphasis placed on acoustic and physiological methods of speech analysis. Laboratory equipment is utilized in individual student projects.

SPCH 207 – Research Seminar: Speech and Hearing

Semester Hours: 3

Fall

Critical analysis of research problems, measurement of data, and interpretation of research in the field of speech, language and hearing, with emphasis on student's individual projects.

SPCH 209 – Developmental Psycholinguistics

Semester Hours: 3

Fall

This is an in-depth study of the multiple factors affecting language development. Developmental variation, biological, cognitive, pragmatic, environmental and familial aspects are explored. Research in developmental psycholinguistics, literacy, bilingualism, and discourse processes is examined. Students are required to complete analyses of child language behavior.

Prerequisite(s)/ Course Notes:

SPCH 102A or equivalent; SPCH 005 or equivalent. Corequisites: **SPCH 003, 004**, and permission.

SPCH 212 – Communication in Healthy Aging

Semester Hours: 3

Summer

This course on the biologic, psychologic, and physiologic changes that affect cognition and communication across the lifespan. The processes that underlie typical development of speech, language and hearing at the later part of the lifespan are contrasted with pathological changes in communication. Medical, sociocultural and linguistic aspects of aging are discussed with reference to the impact on the health care system.

Prerequisite(s)/ Course Notes:

Available to graduate students in audiology, speech-language pathology, gerontology, psychology, sociology; counseling, special education, and rehabilitation.

SPCH 225 – Introductory Speech-Language Practicum Diagnostic (Preschool, K-12, Adult)

Semester Hours: 1

Fall, Spring

Supervised practicum for diagnostics at the Hofstra Speech-Language-Hearing Clinic. Students conduct and administer evaluations to individuals at different developmental levels from culturally and linguistically diverse populations. A weekly seminar focuses on professional, ethical, and legal issue, and on theories and critical clinical skills necessary for the evaluation and diagnosis of various speech-language disorders.

Prerequisite(s)/Course Notes:

Minimum grade point average of 3.0. Corequisite: **SPCH 229**. May not be taken on a Pass/Fail basis.

SPCH 226 – Clinical Practicum in Audiology I (Internship)

Semester Hours: 1

Fall, Spring

Supervised practice and seminar at the Hofstra Speech-Language-Hearing Clinic. Students administer evaluations and provide treatment to individuals of different ages from infancy through adults. A weekly seminar focuses on methods and models for diagnosis and management of children and adults. Seminar topics include screening procedures, tympanometry, ABR, and OAE, CAP, habilitation and educational issues, hearing aids, disabilities related to hearing impairment. Legal, ethical, and sociocultural and linguistic issues are explored. In order to meet the requirements of this practicum, students should be able to be available at least 100 hours/semester.

Prerequisite(s)/Course Notes:

SPCH 137 or equivalent. 25 hours of observation, undergraduate major in communication disorders or equivalent prerequisite course work. This course may be repeated once for credit with permission of graduate program director. May not be taken on a Pass/Fail basis. (Formerly Clinical Practicum: Audiology.)

SPCH 228 –Introductory Speech-Language Practicum (Preschool, K-12, Adult)

Semester Hours: 1

Fall, Spring

Supervised practicum at the Hofstra Speech-Language-Hearing Clinic. Students administer evaluations and provide treatment to individuals at different developmental levels from culturally and linguistically diverse populations. In order to meet the requirements of this practicum, students must be available at least 100 hours/semester. A weekly seminar focuses on professional issues-ethical and legal issues, theories, and applications of method for diagnosis, clinical and education intervention (e.g., ethical and legal issues, history, data collection and interpretation, and outcomes) and various disorders (e.g., language, phonologic, fluency, neurologic, and literacy deficits).

Prerequisite(s)/Course Notes:

For students in the master's program in speech-language pathology. 25 hours of observation, and undergraduate major in communication disorders or completion of leveling coursework.

SPCH 229 – Evaluation and Interpretation of Communication Disorders

Semester Hours: 3

Fall, Spring

This course provides a comprehensive examination of assessment and evaluation of communication disorders across the lifespan. Students learn skills of collection, analysis and interpretation of standardized and nonstandardized diagnostic procedures relevant to the evaluation of speech, language, and literacy throughout the lifespan. The impact of sociocultural issues is addressed.

Prerequisite(s)/Course Notes:

Undergraduate major in speech-language pathology or equivalent, or permission of the instructor. Must be taken concurrently with **SPCH 228**. There is a laboratory fee of \$10.

SPCH 230 – Disorders of Fluency

Semester Hours: 3

Fall

This course focuses on the nature and treatment of stuttering, cluttering, and acquired neurogenic disfluency. Emphasis is placed on critical assessment of historic and current literature and trends in stuttering research and treatment, and on the integration of students' existing clinical and general knowledge and skills with stuttering-specific information from the class. Students learn to develop and implement assessment and treatment protocols for children and adults who stutter.

SPCH 232 – Disorders of Phonology and Articulation

Semester Hours: 3

Spring

Students are presented with a basic foundation of the characteristics of speech sound production and elements of normal acquisition of speech production in children. Theoretical and applied perspectives of phonology and investigated throughout the course as they apply to assessment, goal selection, and treatment of articulation and phonological disorders in children. Cultural and linguistic differences are discussed.

Prerequisite(s)/Course Notes:

SPCH 5A and 102A or equivalent

SPCH 241 – Pediatric Communication Disorders: Birth to Five

Semester Hours: 3

Spring

This is an in-depth study of communication behaviors of at risk and disordered infants, toddlers, and preschoolers. The impact of speech and language disorders on the development of later language is explored. Clinical and educational implications of neurologic, environmental, psychologic, cultural, and social phenomena are investigated. Students are required to complete field research comparing infants and children with and without communication disorders.

Prerequisite(s)/Course Notes:

A course in either normal language development or theories of development, or permission of instructor.

SPCH 242 – Aphasia and Related Disorders

Semester Hours: 3

Fall, Spring

An exploration of communication disorders that results from left brain damage, right brain damage, and diffuse neurological injury. Linguistic, sociocultural, and neuropsychological perspectives are examined. Clinical management and differential diagnosis are considered with respect to the multicultural community.

SPCH 243 – Language, Learning and Literacy: Development and Disabilities From Kindergarten Through Adulthood

Semester Hours: 3

Spring

This is an intensive study of the connections between oral and written language, literacy development, discourse processes, academic skills, and their sociocultural significance. Theoretical models of assessment and intervention and the influence of diverse linguistic and cultural factors are addressed. Students are required to complete field research of persons who have language-learning disorders.

Prerequisite(s)/Course Notes:

SPCH 241 and **209** or permission of instructor.

SPCH 248 – Motor Speech Disorders

Semester Hours: 3

Fall

This is an in-depth study of neuromotor speech disorders across the lifespan. The neural substrates underlying speech motor control are identified and the impact of neuropathology on speech production is examined. Emphasis is placed on differential diagnosis of apraxia and the dysarthrias and the use of evidence-based practices to guide intervention.

Prerequisite(s)/Course Notes:

SPCH 6 or equivalent and 242

SPCH 249 – Voice Disorders

Semester Hours: 3

Fall

Consideration of etiology, symptomatology, and rehabilitation of organic, psychogenic, neurogenic, and other voice disorders, including laryngectomy. Emphasis placed on psychological, acoustic and aerodynamic aspects of the normal and disordered voice signal across the lifespan, as well as on emotional, cultural, and other factors influencing vocal function.

Prerequisite(s)/Course Notes:

SPCH 6 or equivalent

SPCH 253 – Swallowing Disorders in Children and Adults

Semester Hours: 3

Summer

Examination of the neuroanatomical and neurophysiological basis of the deglutition process. Intensive study of the normal process at different developmental levels. Investigation of biological and physiological features of deglutition through lectures, reading, research and films. Disorders affecting prefeeding, feeding, and swallowing abilities. Etiology, symptomatology, assessment and intervention are discussed, along with consideration of cultural and dietary issues.

Prerequisite(s)/Course Notes:

SPCH 6 or equivalent. May not be taken on a Pass/Fail basis.

SPCH 254 – Audiologic Assessment and Interpretation for the Speech-Language Pathologist
Semester Hours: 3

Spring

This course will provide graduate students in speech-language pathology with audiologic information relevant to understanding hearing loss in adult, pediatric, geriatric and special populations. Methods of audiologic assessment and analysis of results in terms of auditory pathologies and impact of specific hearing-loss patterns on speech perception, speech production, and related areas will be explored.

Prerequisite(s)/Course Notes:

May not be taken on Pass/Fail Basis.

SPCH 260S – Practicum II: Speech-Language Intervention and Assessment (Preschool, K-12)

Semester Hours: 2

Fall, Spring, Summer

This course is a supervised practicum at an affiliated off-campus school/clinical facility, completed with attendance at a mandatory on-campus weekly seminar. During the practicum, students evaluate, prepare, and implement intervention plans for various pediatric communication disorders. Students also identify and address issues related to cultural, linguistic, and developmental diversity associated with communication disorders. The weekly seminar focuses on a variety of clinically related issues regarding the evaluation and treatment of pediatric clients, including, but not limited to: interdisciplinary interactions, service delivery models, normal development across all domains, augmentative communication, sensory integration, literacy, and dysphagia.

Prerequisite(s)/Course Notes:

SPCH 228, 229; and a graduate course in pediatric disorders. May be used for bilingual extension credit, by advisement. May be repeated once for credit with permission of graduate program director.

SPCH 261S – Practicum III: Management of Speech-Language Disorders

Semester Hours: 2

Fall, Spring, Summer

This is an 80-hour practicum at affiliated off-campus clinical health-care facilities. The speech-language practicum is taken concurrently with a weekly on-campus seminar. Students obtain direct contact experience with adults from different cultural and linguistic backgrounds. Students provide clinical and/or educational management for a variety of communicative disorders such as aphasia, dysarthria, apraxia, traumatic brain injury and swallowing difficulties. The weekly seminar explores issues such as medical speech-language pathology, coma, evaluation, and treatment techniques (e.g., AAC, motor speech, laryngectomy, MS, etc.).

Prerequisite(s)/Course Notes:

SPCH 242 or SPCH 253. May be repeated once for credit with permission of graduate program director.

SPCH 262S – Practicum IV: Teaching Students with Speech-Language Disabilities in Educational Settings

Semester Hours: 2

Fall, Spring, Summer

A minimum of 150 hours of supervised student teaching completed along with a seminar. This course is required for students seeking New York State certification as a Teacher of Students with Speech and Language Disabilities. This advanced seminar includes in-depth study of school culture, technology in the classroom, methods and materials, intersection with parents and the community, policies and issues re: CSE and CPSE models of school service delivery. Course content focuses on individuals at various developmental levels and individuals from different cultural backgrounds. Students are responsible for development of innovative strategies for educational management. Supervised practice taken place on campus and at off-campus affiliated educational facilities including preschool and K-12 settings.

Prerequisite(s)/Course Notes:

SPCH 232, 241, 264. May be used for Bilingual Extension credit, by advisement. May be repeated once for credit with permission of graduate program director.

SPCH 270 – Seminar in Augumentative Communication

Semester Hours: 1

January, Summer

This course will enable students to develop an understanding of the primary issues in augumentative and alternative communication (AAC). Various techniques, devices, systems and training strategies will be introduced. Students will acquire knowledge of the population of AAC users, parameters of an AAC evaluation, and funding.

SPCH 271 – Early Identification

Semester Hours: 1

January

This course will explore the responsibilities of the Speech/Language Pathologist working with children enrolled in New York State's Early Intervention Program. The course will cover the identification, referral, diagnostic, and treatment protocols mandated by New York State. Documentation procedures will also be addressed in this course.

SPCH 272 – Seminar in Medical Speech Pathology

Semester Hours: 1

January

This course will familiarize students with terminology, procedures, and protocols used in medical settings. The role of the speech-language pathologist when working with medically compromised individuals will be explored. Topics include: current health care directives, tracheotomy, medical ventilation, pharmacology, and the continuum of medical care.

SPCH 273 – Cognitive Rehabilitation

Semester Hours: 1

Summer

This course examines the nature of cognitive-communicative disorders in children and adults with head injury. The principles and procedures underlying cognitive retraining are emphasized.

SPCH 274 – Introduction to Counseling Skills for Speech-Language Pathologists

Semester Hours: 1

Periodically

This course is an integrative lecture-style course designed to provide the student with an introduction to fundamental counseling skills to support the student in becoming an effective speech-language pathologist. This course will combine an overview of counseling theories and concepts with activities that are intended to promote the development of basic counseling skills.

Prerequisite(s)/Course Notes:

(Formerly *Family-Centered Intervention for Communication Disorders*.)

SPCH 275 –Children with Cochlear Implants: Language and Learning

Semester Hours: 1

Summer

This course will emphasize speech and language developments in children using cochlear implants. Students will learn techniques for evaluating the facilitating speech, language, and psychosocial development in pediatric cochlear implant users.

FDED 232 – Cross-Cultural Education: Comparative Perspectives

Semester Hours: 3

Once a Year

This course will center upon the ways in which diverse cultural orientations relate to education and schooling. Selected Eastern and Western patterns of behavior and thought will be featured, though not exclusively. The dominant paradigms shaping institutions in the East and West will be explored through a comparative analysis of educational networks in cultural context. Relationships and connections among institutions, beliefs and behavior, and cultural orientation will be examined.

FDED 233 – Children of Color: The Social Construction of Race in America's Schools

Semester Hours: 3

Periodically

Grounded in sociological literature and discussions, this course will examine how racial categorizations of children affect and are affected by their school experiences. Particular attention will be paid to both the theoretical and practical implications of race as a socially constructed feature influencing academic and social development in the United States.

Prerequisite(s)/Course Notes:

May not be taken on a Pass/Fail basis.

FDED 240 – Urban Education

Semester Hours: 3

Periodically

Selected issues confronting urban education today including a multifaceted analysis of the city itself as the context of urban education. Aesthetic, political, racial, and sociological dimensions of city life and urban schools are probed. Limited small group field investigation in New York City will be required.

FDED 242 – Foundational Perspectives in Multicultural Education

Semester Hours: 3

Spring

This course introduces educators to the four foundational perspectives in multicultural education: Antiracism, Critical Theory/Postmodernism, Ethnic Studies, Liberal Democratic Theory. Through an analysis of each foundational perspective, students will develop an understanding of how educational institutions can respond to the distinct challenges emerging with the multicultural condition.

FDED 247 – The Family as Educator: Multicultural Dimensions

Semester Hours: 3

Spring

Within America's multiculturally diverse society, families are the first educators not only for infants, children, and adolescents, but for adults. Within the context of the family, important values, attitudes, and skills are first shaped and continue to be reinforced. Gender roles, religious identity, social class status, and ethnic group membership are conveyed within families and further reinforced by community institutions. Educators seeking to understand learners (be they infants, children, adolescents, or adults) must attend to familial patterns and variations as well as to community-based institutions. Education is, in the final analysis, much more than schooling.

FDED 248 – Multicultural Education in the Metropolitan Area

Semester Hours: 3

Fall

Interdisciplinary examination of the educative influences of ethnicity as this impinges upon the school, the community's agencies, the family and the learner within the metropolitan New York area. Students are required to engage in limited small group field investigations of agencies and institutions designed to provide services to ethnic group members.

SPCH 265 – Language Diversity Across the Lifespan

Semester Hours: 3

Periodically

An in-depth study of the multiple factors affecting simultaneous and successive bilingualism across the lifespan. Sociolinguistic, psycholinguistic, developmental, and pedagogical perspectives are examined. Students are required to complete field research of communication behavior involving more than one language.

Prerequisite(s)/Course Notes:

Required for students completing the Bilingual Extension and New York State certification eligibility for **New York State Certification as a Teacher of Students with Speech and Language Disabilities**. No degree credit. May not be taken on a Pass/Fail Basis.

SPCH 266 – Communication Assessment and Intervention for Bilingual Students

Semester Hours: 3

Periodically

Graduate students develop knowledge about methods and tools for assessment, and methods and materials for teaching language and communication skills with students who are bilingual or who have limited English proficiency. Assessment and intervention issues focus on language and literacy, parent education, and the language arts in relation to one's native language.

Prerequisite(s)/ Class Notes:

Required for graduate students seeking the Bilingual Extension for Speech-Language Pathology and certification as **New York State certification as a Teacher of Students with Speech and Language Disabilities**. No degree credit. May not be taken on a Pass/Fail basis.