



California State University, Sacramento
 Department of Communication Sciences and Disorders
 GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 242C Methods: Language Disorders III.	Section: 01 #83538
Meeting Days: Tuesdays	Meeting Times: 1:30-2:20 PM	Location: Folsom Hall, Maryjane Rees Clinic LSH Center 2 nd Floor, #2202 NeuroService Alliance Lab
Instructor: Dr. Darla K. Hagge, CCC- SLP	Email: hagge@csus.edu	Phone: 916-278-6695 – office 714/749-2799 – cell [preferred, if time sensitive]
Office Location: Hagge Folsom Hall, CSAD Depart. Office #2405	Office Hours/Appointments: Tuesdays, 2:30 – 4:00 p.m. Wednesdays, 1:30 – 3:30 p.m. By appointment, please contact department front desk	

Catalogue Course Description:

CSAD 242C. Methods: Language Disorders III.

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Unit

Prerequisite(s): [CSAD 218](#), [CSAD 242B](#); [CSAD 221](#) may be taken concurrently; instructor permission.

Corequisite(s): [CSAD 243C](#).

Term Typically Offered: Fall, Spring

Techniques and materials for assessing and treating speech and language disorders emphasizing disorders secondary to cerebral vascular accidents, traumatic brain injury, or other neurological disorders. Discussion of cases in the current caseload.

Place of Course in Program

The purpose of this graduate seminar is to introduce student clinicians to methods, materials, and procedures currently in use with adult clients who have sustained acquired neurogenic problems secondary to brain injury.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas. Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Learning Outcome	Assessment Measures	Points Received	Points Received
1-12	Methods Class Attendance and Participation	150	
1-12	IPE Participation Events & Reflective Writing	40	
1-12	Group Activity	50	
1-12	Reflection	50	
1-12	Client Presentation	60	
1-12	Home Exercise Program (HEP) & Resource Notebook	50	

Upon completion of this Methods course, the student will be able to demonstrate knowledge and competencies in the following areas: The nature of speech, language, hearing and communication disorders and differences, as well as swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

CSAD 242C SPECIFIC STUDENT LEARNING OUTCOMES:

- 1.Prevention, assessment and intervention of cognitive aspects of communication, including attention, memory, sequencing, problem-solving, and executive functioning.
- 2.Prevention, assessment and treatment of receptive and expressive language, including phonology, morphology, syntax, semantics and pragmatics, in speaking listening, reading, writing and manual modalities.
- 3.Prevention, assessment and treatment of people with motor speech disorders, including oral-verbal apraxia and/or dysarthria.

4.Evaluation:

- * Screening/prevention;
- * Obtaining a case history;
- * Selecting and administering appropriate evaluation procedures;
- * Adapting evaluation procedures to meet client needs;
- * Interpreting, integrating and synthesizing all information to develop diagnoses and make appropriate recommendations for intervention;
- * Completing administrative and reporting functions necessary to support evaluation;
- * Referring clients for appropriate services.

5.Intervention:

- * Developing setting-appropriate intervention plans with measurable and achievable goals that meet clients' needs. Collaborating with clients and relevant others in the planning process;
- * Implementing intervention plans (involve clients and relevant others in the intervention process);
- * Selecting or developing and using appropriate materials and instrumentation for prevention and intervention;
- * Measuring and evaluating clients' performance and progress;
- * Modifying intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients;
- * Completing administrative and reporting functions necessary to support intervention;
- * Identifying and referring clients for services as appropriate

6.Communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

7.Communicating and collaborating with other professionals with the plan of care and in case management.

8.Providing counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others.

9.Adhering to the ASHA Code of Ethics and behaving professionally.

10.Integrating clinical goals and objectives with the client's functional daily living.

11.Working with the client's support person(s) in carryover assignments so as to train others in managing communication problems.

12.Facilitating discussions with other Language Disorders III clinicians through case presentations and readings.

Textbooks and Materials:

Required Texts:

None

Recommended Texts:

Students are encouraged to utilize informal language assessment and cognitive binders designed in CSAD 221, resources available on Canvas, books and resources located in the Clinic Work Room as well as the University library.

Other Readings:

Supplemental readings may be made available via email.

Required Materials:

Paper, pens, pencils

3-ring binder, with dividers and/or flashdrive

Download, print, and bring relevant documents from email and/or SacCT to class

COURSE REQUIREMENTS:

Internet connection (DSL, LAN, or cable connection desirable) Access to internet/SacCT/Web site

Access to a computer and printer

Assessment Materials: The Supply Room has numerous listings available for use during the semester. Some of those are listed below. We continually update the Supply Room holdings so **this list is not complete**. For a complete list of materials available through the CSUS CSAD Supply Room, please visit the clinic's webpage. In addition, the clinician is encouraged to create assessment materials that are relevant to the particular individual clients' needs.

Aphasia Diagnostic Profiles (ADP)

ASHA Functional Assessment of Communication Skills (ASHA FACS) Apraxia Battery of Adults

Assessment of Intelligibility of Dysarthric Speech Boston

Diagnostic Aphasia Examination (BDAE) Boston Naming Test

Boston Assessment of Severe Aphasia (BASA) Communicative Abilities in Daily Living (CADL) Clinical Management of Right

Hemisphere Dysfunction

Dworkin-Culatta Oral Mechanism Examination and Treatment System Discourse Comprehension Test

Frenchay Dysarthria Assessment Dysarthria Profile

Neurosensory Center Comprehensive Examination for Aphasia (NCCEA) Aphasia

Language Performance Scales (ALPS)

Repeatable Battery for the Assessment of Neurological Status (RBANS) Revised Token Test-Adults

Reading Comprehension Battery for Aphasia

Ross Information Processing Assessment-2nd edition (RIPA-2) Scales of Cognitive Ability in TBI (SCATBI)

Screening Test for Developmental Apraxia of Speech Western Aphasia Battery (WAB)

Woodcock Language Proficiency Battery-R

Therapy Materials: Some of the materials (available for use with the adult client through the clinic Supply room) are listed below. Refer to your CSAD 221 and 218 notes and texts. Please visit the library for other readings and materials. If you have difficulty finding appropriate materials, please talk with your clinical supervisor. Remember, adults like to bring in their own materials, too. Examples include materials related to their personal history, hobbies, newspapers and magazines, recipes, maps, medications, phone book use, and

more. Throughout the semester, you will be working with other Language III clinicians and their clients. Card games, board games and barrier games, etc., are adaptable across many objectives.

Color Library: Sports & Leisure Color Cards:

Sequencing

Helm Elicited Language Program for Syntax Stimulation (HELPSS) Melodic

Intonation Therapy

What's In a Square

Apraxia Program Resource (Garcia)

Attention Process Training (Sohlberg & Mateer) Visiting Nurses

Association (VNA) Binder

Dysarthria Rehabilitation (Tonkovich, Latham, Rannbow)

Easy Does it For Apraxia and Motor Planning (Strode & Chamberlain) Easy Does it

For Apraxia Preschool (Strode & Chamberlain)

LARK (Language Activity Resource Kit)

Oral-Motor Activities for School-Age Children (MacKee) Oral-Motor

Activities for Young Children (MacKee) Sourcebook for Aphasia

(Brubaker)

Speech/Language Rehabilitation (Keith)

Results for Adults: Cognition (Baker and Johnson)

The Phonemic Speech Workbook for Dysarthria Therapy (Smith) WALC: Attention,

Concentration, Memory

Workbook for Reasoning Skills (Brubaker)

Workbook for the Verbally Apraxic Adult (Richards, Fallon) Working with

Aphasic Clients (Francis & Robinson) Working with Apraxic Clients: A

Practical Guide (Huskins)

Working with Dysarthric Clients: A Practical Guide (Robertson, Thomson)

Online Resources:

CANVAS

Course Requirements/Components:

Students are expected to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. If you are absent from class, you are responsible for all material covered. **Cell phones are to be turned off throughout the class period. Electronic devices will be used to access email and/or posted Bb resources or documents.**

Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when/if any difficulties arise during the semester so possible solutions can be identified.

Attendance: This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in class via classmates’ notes. Class and interprofessional education event attendance and participation are **required**, and roll will be taken in the form of each student signature on the official roll sheet during **ONLY** the **first ten minutes** of each class session. Students who arrive late to class will need to confer with the instructor before the end of that class meeting. Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting* (not via text messages).

FOUR (4) unexcused late arrivals to class will result in your final grade dropping one letter grade.

TWO (2) unexcused absences will result in your final grade dropping one letter grade.

Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate.

Class meetings/participation: Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board ... please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-language pathology is a profession in which you need to actively problem solve at all times. *For this reason, exams will definitely cover material that have been discussed in class. This includes videos, review of materials, lab experiences, etc. Be aware that you aware that you must be “present to win” this knowledge.*

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Grading Policy:

According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. In addition, any course grade below a “B-“ must be repeated. Therefore, students should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason and/or doctor’s note ***and*** instructor approval. Late or missing assignments will negatively affect the student’s grade. Final grades will be based on the total points earned for all assignments.

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METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED
CLASS ATTENDANCE & PARTICIPATION <u>Format:</u> Student will attend and participate in scheduled weekly class meetings including small/whole group discussions, active learning activities, and/or other in-class assignments. Including: 1 IPE Event <u>Points:</u> 10 pts/week x 15 = 150	150	15 class meetings
CASE PRESENTATION <u>Format:</u> During the semester, each student will present: one (1) client case presentation including relevant clinical information including three elements of EBP, video clip, provide three (3) resources, and pose one (1) question for peers. <u>Points:</u> 60 points	60	The assigned presentation schedule and grading rubric will be provided on CANVAS.
REFLECTION Each student will complete a written reflection-on-action document. <u>Points:</u> 50 points	50	The instructor will provide this reflective form to be completed in class.
Group Assignment Students will be assigned into one of two groups. Using one assigned clinic document, both groups will create an aphasia friendly document. See group assignments, below (next page).	50	Due: No later than Monday, 0800 on 9/9/19 in Dr. Hagge's mailbox or via email attachment.
IPE SIM Experience Each student will participate in the IPE SIM Experience with nursing and SLP students <u>Points:</u> 140 points	40	Participation in the IPE SIM Experience AND one reflection essay (see calendar for date)
Individualized HEP & Resource Binder (1 HEP for each client) <u>Format:</u> Hard Copy <u>Points:</u> 50 points	50	Hard copy resource notebook submitted to instructor on last class meeting.
Total Points	400	

Group 1	Group 2
Center Permission Form	Client Agreement Form
Aikins, Sadie	Nides, Veronica Lynn
Boggeri, Jeanine Nicole	Norman, Bernice Ivena
Buckhalter, Gabriela Cristina	Romano, Gabriella
Burns, Codi Rose	Snashall, Nicole Taylor
Curtis, Barbara Ann	Spencer, Talore Marie
Johnson, Chelsey Nichole	Stone, Ashley R
Katkanova, Irene	Stone, Julia Debra
Khalil, Aya	Stoney, Megan Michelle
Lara Bartolo, Laura	Wight, Leah Michelle

Letter grades are assigned according to the following scores

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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TENTATIVE Course Schedule/Outline:

The information below is at the discretion of the individual course instructor, and may be changed at any time with prior notice to students in the course.

Week	Date	Topic	Time/Activities <i>(Note: Subject to change, per instructor's discretion)</i>
1	8/27	PREPARING FOR YOUR CLIENTS! [please review the syllabus on your own] Extra Credit Opportunity: Event: Feeding and Swallowing IPE Event Time: Thursday, August 29, 2019, 0730 – 1030 Place: 1 st Floor Folsom Hall ; large computer room behind elevator	Bring the following information to class: Client background and history Diagnosis and severity level Assessment ideas Students will break into small groups by dx and severity (e.g., mild aphasia, mod cognitive-linguistic, etc)
2	9/3	ASSESSMENTS! Triage assessment Pt-centered goals Medical diagnosis versus SLP diagnosis Creating an client appropriate interview	Bring the following information to class: Your assessment plan Possible areas for goals
3	9/10	REFLECTION ON ASSESSMENT Unexpected learning Other areas to assess? How? Needs of family/significant others Possible referrals	Bring the following information to class: Assessment summary, questions, concerns Draft Goals for your clients SMART, Pt-centered, Specific
4	9/17	Interprofessional Lecture: Dr. Nassrine Noureddine or Dr. Deb Brady "Understanding Lab Values & Vital Signs" Activity: Team-based Learning Activity	Bring pencil/pen, notetaking materials
5	9/24	IPE SIM Lab Training with Nursing Students Location: Folsom Hall, 1 st Floor. Room, # 1029 SIM Lab	Date: 9/26/19, Thursday Time: 0730-1200 (½ class will attend for first part of session and ½ the class will attend for second part of session) Specific schedule to be emailed Materials: Print materials emailed and bring to SIM Lab Clipboard, flashlight, pen Business Casual Dress *This class replaces our 9/24 meeting.
6	10/1	Therapy Activities versus Guest lecture EBP Portal Using your informal assessment notebooks Apps and software programs Other resources	Bring the following to class: Client Summary Questions/concerns
7	10/8	Therapy Activities versus Guest lecture Modifying a therapy activity for all clients	Bring the following to class: Client Summary Questions/concerns
8	10/15	Therapy Activities versus Guest lecture	Bring the following to class: Client Summary Questions/concerns
9	10/22	Therapy Activities versus Guest lecture	Bring the following to class: Client Summary Questions/concerns
10	10/29	Therapy Activities versus Guest lecture	Bring the following to class: Client Summary Questions/concerns
11	11/5	Therapy Activities versus Guest lecture	Bring the following to class: Client Summary Questions/concerns
12	11/12	Therapy Activities versus Guest lecture	Bring the following to class: Client Summary Questions/concerns

13	11/19	Client Presentations #1-5, 10 minutes each	Bring the following to class: Client Summary Questions/concerns
14	11/26	Client Presentations #6-10, 10 minutes each	Bring the following to class: Client Summary Questions/concerns
15	12/3	Client Presentations #11-15, 10 minutes each	Bring the following to class: Client Summary Questions/concerns Turn in Resource Binder
16	12/10	Client Presentations #16-18, 10 minutes each Submit your HEP and resource binder. Note: Class will be meeting during university's assigned final examination schedule.	Bring the following to class: Home Exercise Program (HEP) Resource binder

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas.

Please visit our Basic Needs website to learn more about your options and resources available.
<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 242C Methods: Language Disorders III

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.