A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: *.*
OJT Hours/Week: *.*

Prerequisites:
This course requires either of these prerequisites
- SLPA 1220 - Language Development (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 5)
- SLPA 1205 - Introduction to Speech Language Pathology Assistants (SLPA) (Number of Years Valid: 5)

Corequisites: None
MnTC Goals: None

This course is designed to give SLPA students a more in-depth look at language development and the interfering factors that may cause language disorders. The students will understand the different types of language disorders and the difference between a language disorder and a language delay. Students will also get an overview of language assessment materials and examples of assessment results. Emphasis will be placed on intervention strategies that can be used with language disordered individuals. A brief overview of augmentative and alternative communication will also be discussed. Students will learn how these types of communication devices can be integrated into language therapy. Prerequisite: SLPA1220/Language Development

B. COURSE EFFECTIVE DATES: 01/13/2014 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Understand language theory and language development.
2. Examine different assessments used to identify language disorders.
3. Learn how to interpret assessment information as it relates to intervention.
4. Understand what techniques are used to carry out successful interventions.
5. Differentiate between a specific language impairment and a late talker.
6. Gain an understanding of how a hearing impairment may affect language acquisition and regular language development.
7. Understand how intellectual disabilities affect a child’s language acquisition/development.
8. Understand how the language of a child with autism will be affected.
9. Understand how early literacy, reading, and writing can affect overall language development and can be impacted by a language disorder.
10. Gain an understanding of augmentative and alternative communication forms.
11. Identify and work effectively with students that have complex communication needs.
12. Understand how multicultural issues can affect the method that language services are assessed and delivered.
D. LEARNING OUTCOMES (General)

1. The learning will understand language theory and development as it relates to language disorders.
2. The learner will understand how other disabilities such as a hearing impairment or autism, may affect language acquisition and/or development.
3. The learner will develop intervention strategies for language impaired students according to their specific needs.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted