A. Catalog Entry
EDSP/COSD 225: Communication Processes, Development, and Disorders
Abbreviation: (COMM PROCESS DEV & DISORDERS)
Three hours lecture (3)
Prerequisite: None

Introduces students to professions that serve persons with communication disorders with the causes, nature, symptoms, and management of speech, language, and hearing disorders. Information regarding the normal speech, language, and hearing processes will also be reviewed. Information regarding the referral process, identification, and prevention will also be covered.

B. Detailed Description of Content of the Course
Designed to acquaint the students with the professions of Speech-Language Pathology and Audiology and provide an overview of normal vs. disordered communication. Students will learn strategies and protocol for identification, prevention and intervention and/or referral of various communication disorders.

The following topics are covered in the course:
I. The professions of speech-language pathology and audiology and the role of the classroom teacher.
II. Components of communication, speech, and language.
III. Anatomy and physiology of speech, language, and hearing mechanisms.
IV. Normal Development of Communication
V. Communication Difference/Multicultural Issues in Communication Disorders.
VI. Early Intervention with infants and toddlers and other Preschool language disorders.
VII. School age and adolescent language disorders
VIII. Articulation and phonological disorders
IX. Neurological impairments in children, implications in
   A. Speech
   B. Language
   C. Hearing
   D. Feeding
X. Adult neurological disorders
XI. Aphasia, apraxia, and dysarthria: children and adults
XII. Fluency disorders.
XIII. Disorders of voice and swallowing
XIV. Cleft lip/palate and other craniofacial anomalies
XV. Hearing disorders in children and adults

C. Detailed Description of Conduct of Course
Instructional strategies will include lecture, audiotapes, videotapes/DVD and guest speakers. Students will be required to observe two sessions of speech and language clients receiving therapy. A written observation outlining the content of the session, as well as, their critique of the session is required. All students are required to have their hearing and speech screened in the university clinic.
D. Goals and Objectives

Goals, objectives, and assignments in the class address NCATE Standards 1b: Pedagogical content knowledge and skill for teacher candidates and 1g: Professional dispositions for all candidates.

Objectives below also include the following standards:

- Council for Exceptional Children (CEC/DEC)
  - Common Core Standards
    - Standard 1: Foundations (CC/EC1)
    - Standard 2: Development and Characteristics of Learners (CC/EC2)
    - Standard 3: Individual Learning Differences (CC/EC3)
    - Standard 5: Learning Environments and Social Interactions (CC/EC5)
    - Standard 6: Language (CC/EC2)
    - Standard 7: Instructional Planning (CC/EC7)
    - Standard 8: Assessment (CC/EC8)
    - Standard 9: Professional and Ethical Practice (CC/EC9)
    - Standard 10: Collaboration (CC/EC10)

- National Association for the Education of Young Children Standards
  - Standard 1: Promoting Child Development and Learning
  - Standard 5: Becoming a Professional

- Virginia Department of Education (VDOE) Licensure standards
  - Special Education: Early Childhood (birth through age 5)
    - Competency 6: Language

Interdisciplinary Studies Early Childhood Education/Early Childhood Special Education (IDEC) competencies identified in the course objectives were developed to organize standards from six national and state specialty professional areas for which a crosswalk is provided.

Upon successful completion of EDSP 225, students will . . .

1. describe typical and atypical child growth as it relates to speech/language and hearing. (IDEC 1.1)
2. identify medical/neurodevelopment aspects of the young child and young children with disabilities. (IDEC 1.2)
3. participate as a team member to establish and maintain collaborative reciprocal relationships with families and other professionals in diverse settings, utilizing technologies for communication and information exchange. (IDEC 2.1)
4. demonstrate respect for the diversity of families, children, and settings, and maximize child potential within the context of diversity of culture, language and ability in home, community, and society. (IDEC 2.2)
5. adhere to professional codes of ethical conduct. (IDEC 6.5)
6. actively seek opportunities to grow professionally including analyzing, evaluating, and applying research. (IDEC 6.7)
7. use technology as a tool for teaching, learning, research, and communication. (IDEC 6.8)
8. demonstrate appropriate professional writing skills including organization, clarity, spelling, and grammar. (IDEC 6.9)

E. Assessment Measures
Students will...

- Complete written examinations
- Write a critique of clinical observations of speech/language and hearing therapy
- Have a speech/language/hearing screening completed
- Write and present a research article review

F. **Other Course Information**

None