

Term Information

Effective Term Summer 2019

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3370S
Course Title Service Learning in Adult Neurogenics for Speech-Language Pathology
Transcript Abbreviation SL Neuro SLP
Course Description This course involves advancing students' knowledge of disorders resulting from acquired brain injury in adult populations. Students will gain knowledge related to understanding, developing, and utilizing tools to support communication. Through a mutually beneficial community service activity, students will also gain appreciation on the impact a communication disability has on quality of life.
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 6
Max Completions Allowed 3
Course Components Clinical, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites SHS 2230 Introduction to Communication and Its Disorders
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0202
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To learn about disorders resulting from acquired brain injury such as aphasia, apraxia, dysarthria, and executive dysfunction in adult populations.
- To describe supported communication strategies that may be useful to support someone living with a communication disability.
- To develop tools that may be beneficial for a person living with a communication disability.
- To develop an appreciation of the impact of communication disorders on individuals' quality of life
- To develop awareness of the need to consider cultural differences in communication in order to differentiate communication differences from communication disorder

Content Topic List

- Aphasia, Apraxia of Speech, Stroke, Traumatic Brain Injury, Awareness of Disability, Adjustment to Disability, Family/Caregiving Supports, Life Participation Approach to Aphasia Therapy (LPAA)

Sought Concurrence

No

Attachments

- Service Learning Syllabus.docx: Syllabus
(Syllabus. Owner: Harnish, Stacy M)
- SHS curriculum map_updated_10-23-2018_Jen's course.docx: Curriculum Map
(Other Supporting Documentation. Owner: Harnish, Stacy M)
- service learning S- designation request form.docx: S- designation request form
(Other Supporting Documentation. Owner: Harnish, Stacy M)

Comments

- The Office of Service Learning will need to see the filled out Service Learning request form when it reviews this course. See <https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/1/23910/files/2015/10/S-Designation-Request-Form-1pvdhv9.pdf> *(by Vankeerbergen, Bernadette Chantal on 11/05/2018 03:20 PM)*

COURSE REQUEST
3370S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/16/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	11/05/2018 11:56 AM	Submitted for Approval
Approved	Fox, Robert Allen	11/05/2018 12:43 PM	Unit Approval
Approved	Haddad, Deborah Moore	11/05/2018 01:13 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/05/2018 03:23 PM	ASCCAO Approval
Submitted	Harnish, Stacy M	11/15/2018 06:26 PM	Submitted for Approval
Approved	Fox, Robert Allen	11/15/2018 07:13 PM	Unit Approval
Approved	Haddad, Deborah Moore	11/15/2018 07:22 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	11/15/2018 07:22 PM	ASCCAO Approval

Service Learning in Adult Neurogenics for Speech-Language Pathology
SHS 3370-S
Fall 2018

Instructor: Jennifer Brello, MEd., CCC-SLP
Class Location: Pressey Hall room 99
Time: TBD as assigned
Class Website: Carmen
Credit Hour: 2.0

Office Hours: By appointment
Office Address: 117 Pressey Hall
Email: brello.1@osu.edu
Phone: 614-292-4125
Mode of Instruction: In Person

Purpose of this course: The intent of this course is to further students' learning about adult neurogenic language disorders through service in a social communication group setting.

Learning objectives:

Knowledge

- (1) To learn about disorders resulting from acquired brain injury such as aphasia, apraxia, dysarthria, and executive dysfunction in adult populations.

Skills

- (2) To describe supported communication strategies that may be useful to support someone living with a communication disability.
- (3) To develop tools that may be beneficial for a person living with a communication disability.

Values

- (4) To develop an appreciation of the impact of communication disorders on individuals' quality of life
- (5) To develop awareness of the need to consider cultural differences in communication in order to differentiate communication differences from communication disorder

GRADING Calculation

Final course evaluation will be rated as satisfactory/unsatisfactory. Average across assignments must be at least 70% to receive "S" rating.

S= \geq 70% (231-330 points)

U= < 70% (0-230 points)

Course Assignments:

Aphasia Group Participation: 15 points each session (210 total points)

This course requires attendance and participation at one, 90-minute aphasia group session per week. Participation is defined as:

- 1.) Involvement in planning and preparing for group sessions. **5 points**
- 2.) Attending and interacting with aphasia initiative members during your assigned session. **5 points**
- 3.) Participation in a post-session debrief with student volunteers and clinical supervisor. **5 points**

Journal Articles/Quiz: 10 points each (50 points total)

To prepare for involvement in the Aphasia Initiative, students are required to read five journal articles on the Life Participation Approach to Aphasia and supported communication strategies, which will be available on Carmen. Students will then take a 10-point Carmen quiz for each article.

Garrett, K. & Lasker, J. (2007). AAC and severe aphasia-enhancing communication across the continuum of recovery, *Perspectives on Neurophysiology and Neurogenic Speech & Language Disorders*, 17(3) 6-15.

Rose, T, et al. (2003). The effectiveness of aphasia-friendly principles for printed health education materials for people with aphasia following stroke, *Aphasiology*, 17(10), 947-963.

Youmans, G. & Youmans, S. (2011). Script training treatment for adults with apraxia of speech, *American Journal of Speech-Language Pathology*, 20, 23-27.

Turner, S., & Whitworth, A. (2006). Conversational partner training programmes in aphasia: A review of key themes and participants' roles, *Aphasiology*, 20(6), 483-510.

Rayner, H., & Marshall, J. (2003). Training volunteers as conversation partners for people with Aphasia, *International Journal of Language & Communication Disorders*, 38(2), 149-164

Reflection: 5 points each (70 points total)

Students will be required to submit a weekly reflection of their thoughts and ideas about aphasia group sessions. Each reflection should contain the following:

- 1.) Identify one specific communication support strategy utilized in the session. **(1 point)**
- 2.) Reflect on the success or lack of success of the specific tool utilized in the session. **(1 point)**
- 3.) Identify something specific you learned in the session about adult neurogenics OR a question you have. **(1 point)**
- 4.) Describe an interaction or observation that illustrates the impact of aphasia on quality of life that you observed in the session. **(1 point)**
- 5.) Reflection should be 1 page in length or less, single-spaced. **(1 point)**

STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

SHS DEPARTMENT STATEMENT ON DIVERSITY IN OUR CLASSES

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here: <http://www.studentaffairs.osu.edu/bias/>

ACADEMIC MISCONDUCT

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Community Partner: OSU Aphasia Initiative

The **OSU Aphasia Initiative** is a program for persons living with aphasia that provides structured group sessions to facilitate functional communication skills through activities that are enriching, engaging, and meaningful. Recognizing a duty not only to serve persons with aphasia, our mission includes clinical training for the next generation of speech-language pathologists as well as opportunities for members to participate in research. All group meetings are held in room 99 Pressey Hall, on Ohio State University's West campus. Group sessions are facilitated by students pursuing undergraduate and graduate degrees in Speech & Hearing Science, and are supervised by a licensed and certified speech-language pathologist. <https://sphs.osu.edu/clinic/aphasia>

The group meets on Mondays, Tuesdays, and Wednesdays from 10-2:00. The weekly schedule is as follows and runs concurrently with OSU's academic calendar.

Monday 10-11:30 Conversation Group This group session is designed to provide communication support during structured conversation

Monday 12:30-2:00 Challenge Group Challenge group is designed to work on more challenging functional reading, writing, and math activities.

Tuesday 10-11:30 Around the World Tuesday mornings are focused on learning about and discussing topics related to cultural awareness.

Tuesday 12:30-2:00 Techno Tuesday Techno Tuesdays are designed for members to explore how technology can support communication. Already have a speech generating device? Bring it along!

Wednesday 10-11:30 Game Club Game club explores options for leisure activities.

Wednesday 12:30-2:00 Community Access Group CAG provides the opportunity to learn about programs and resources available in the community as well as participate in group outings.

Communication Partners: The role of the undergraduate 'communication partner' is to support the communication needs of the AI members by performing such activities as writing key words, providing pictures to support conversations, adapting materials, planning group activities and assisting with set up/clean-up of the therapy room. Other duties may be required and will be requested by the supervising speech-language pathologist.

Students will be assigned to one of the six groups offered each week. Preparation for session/development of materials be assigned each week under the direction of the SLP. Additional readings/resources *MAY* be assigned as needed to support planning the weekly session.

Course Schedule		
	Topic	Assignment

Week #1	<p>Orientation Week: An in-person orientation will take place during your assigned session day and time in room 99 Pressey Hall.</p> <p>Orientation will include</p> <ol style="list-style-type: none"> 1.) Overview of the OSU Aphasia Initiative 2.) Responsibilities as a volunteer (dress code, daily responsibilities, etc) 3.) Overview of supported Communication Techniques 4.) Opportunity for Q & A 	Read articles 1-5 located on Carmen.
Week #2	<p>Session 1 : Introduction and Ice Breakers</p> <p>Session debrief / planning for next week.</p>	<p>Bring introduction slide</p> <p>Prepare/bring materials for ice breaker activity</p> <p>Submit weekly reflection in Carmen</p>
Week #3	<p>Session 2: Daily Topic TBD</p> <p>Session debrief / planning for next week.</p>	<p>Quizzes 1-5 due by Friday of week 3</p> <p>Submit session plan and materials.</p> <p>Submit weekly reflection in Carmen</p>
Week #4	<p>Session 3: Daily Topic TBD</p> <p>Session debrief / planning for next week.</p>	<p>Submit session plan and materials</p> <p>Submit weekly reflection in Carmen</p>
Week #5	<p>Session 4: Daily Topic TBD</p> <p>Session debrief / planning for next week</p>	<p>Submit session plan and materials.</p> <p>Submit weekly reflection in Carmen</p>
Week #6	<p>Session 5: Daily Topic TBD</p> <p>Session debrief / planning for next week</p>	<p>Submit session plan and materials.</p> <p>Submit weekly reflection in Carmen</p>
Week #7	<p>Session 6: Daily Topic TBD</p> <p>Session debrief / planning for next week</p>	<p>Submit session plan and materials.</p> <p>Submit weekly reflection in Carmen</p>
Week #8	<p>Session 7: Daily Topic TBD</p> <p>Session debrief / planning for next week</p>	<p>Submit session plan and materials.</p> <p>Submit weekly reflection in Carmen</p>

Week #9	Session 8 Daily Topic TBD Session debrief / planning for next week:	Submit session plan and materials. Submit weekly reflection in Carmen
Week #10	Session 9: Daily Topic TBD Session debrief / planning for next week	Submit session plan and materials. Submit weekly reflection in Carmen
Week # 11	Session 10: Daily Topic TBD Session debrief / planning for next week	Submit session plan and materials. Submit weekly reflection in Carmen
Week # 12	Session 11: Daily Topic TBD Session debrief / planning for next week	Submit session plan and materials. Submit weekly reflection in Carmen
Week # 13	Session 12: Daily Topic TBD Session debrief / planning for next week	Submit session plan and materials. Submit weekly reflection in Carmen
Week # 14	Session 13: Daily Topic TBD Session debrief / planning for next week	Submit session plan and materials. Submit weekly reflection in Carmen
Week #15	Session 14: Daily Topic TBD Session debrief / planning for next week	Submit session plan and materials. Submit weekly reflection in Carmen
Week #16	End of semester final debrief.	

Service-Learning Designation Request Form.

Service Learning in Adult Neurogenics for Speech-Language Pathology- SHS 3370-S

1.) **Has this class previously received an S-designation?** No

2.) **Is this class always taught with a service-learning component?** Yes

3) **Please describe the planned service activities to be performed in this course.**

The proposed course involves advancing student knowledge in the areas of stroke, traumatic brain injury, and communication facilitating strategies for persons with cognitive-communication disorders through readings and video instruction. Additionally, students enrolled in the course will gain hands-on exposure to persons with chronic language impairment by serving as *communication partners* in the OSU Aphasia Initiative. <https://sphs.osu.edu/clinic/aphasia>.

Aphasia is defined by the American Speech-Language Association as “a communication disorder that results from damage to the parts of the brain that contain language (typically in the left half of the brain). Aphasia may causes difficulties in speaking, listening, reading, and writing, but does not affect intelligence. “

The Aphasia Initiative is housed in the Department of Speech & Hearing Science and provides 12 hours of speech-language therapy each week through 6 social group sessions. Aphasia Initiative members are adults living in the community who have experienced stroke or brain injury and continue to experience problems speaking, listening, reading, and/or writing. A licensed and certified speech-language pathologist and graduate students in the M.A. Speech-Language Pathology program at OSU facilitate group sessions. Due to the severity of communication deficit, many members attending require 1:1 assistance of communication partners. Communication partners perform tasks that help the members fully participate in group sessions. For example, the partner may modify written material, read written material aloud, provide visual aids (i.e., pictures, illustrations) or help with tasks that remain difficult due to physical limitations such as writing or accessing technology.

The service-learning component of the course involves the extensive experience the students will gain from providing 1:1 assistance to a person needing communication support. Through personal interaction with persons with aphasia, students will gain exposure to the compounding effects of acquired brain injury on relationships, employment, quality of life, and everyday tasks and activities. Specifically, students enrolled in the course will help plan group sessions, prepare group materials (i.e., slides, picture boards, download videos, etc.), and facilitate group discussions. Additionally, students will have the opportunity to de-brief each session with a speech-language pathologist. During the de-brief, students will have the opportunity to ask questions, talk through successes and challenges, and obtain feedback. Students will also keep a weekly journal to reflect on knowledge and skills gained individual interactions with members, successes and challenges.

4. Please describe how the activities reflect priorities and goals/needs of community partner.

The mission of the OSU Aphasia Initiative is to serve persons with aphasia and provide clinical training for future clinicians. The Initiative is ideally suited to partner as a service-learning site as undergraduate students in Speech & Hearing Science will have the opportunity for clinical exposure and will have first-hand experience in many of the conditions they are learning about through coursework. This service-learning course aligns perfectly with the mission of the Initiative.

Both the course instructor and speech-language pathologists who facilitate group therapy sessions for the Initiative will coordinate service project activities.

5. Describe goals/expectations/responsibilities for :

a.) **Faculty:** Goals and expectation for faculty include providing the opportunity for students to connect what they have learned about adult neurogenic language disorders to a real-life clinical setting. Faculty have ongoing responsibility to support students as they are developing communication facilitating lessons and materials and to answer questions and talk through challenges the students might be experiencing (i.e., a member becomes emotionally upset and frustrated because of their inability to speak. A student might feel uncomfortable and now know what to say. The faculty member will prepare students for these situations by providing some statements of support the students can utilize).

b.) **Students:** Goals and expectations for students include having the opportunity to connect what they have learned about adult neurogenic language disorders in class to a real-life clinical setting. Students have the responsibility to treat the experience as a professional opportunity, engage in open communication, and meet all expectations identified by the community partner.

c.) **Community Partner:** The goals and expectations of the community partner include having a team of volunteers with introductory training in communication support strategies. The responsibilities of the community partner include communicating specific needs of the setting, informing faculty if issues with student volunteers arise, and participation in planning and debrief opportunities with students following each session.

6.) Please describe your plans for sustainability and departmental support.

While the course will not satisfy major or GE requirements, once approved, it will be offered each semester at 2.0 credit hours, repeatable for up to 6. The community partner for this course is the OSU Aphasia Initiative, a communication support program for persons living in the community who suffer from aphasia due to acquired brain injury. This program is housed within the Department of Speech & Hearing Science and is an integral part of our clinical education curriculum for our MA SLP program.

The proposed course is likely to not only enhance our undergraduate curriculum, but also provide the Aphasia Initiative with much needed support for its growing membership. Thus, departmental support for this proposal and ongoing course offering is unwavering.

Course Goals

7. How does the course connect with academic content?

This course involves furthering student knowledge of disorders resulting from acquired brain injury in adult populations. Specifically, the knowledge students will gain is related to understanding, developing, and utilizing tools to support communication. Through a mutually beneficial community service activity, students will also gain appreciation on the impact a communication disability has on life participation and quality of life.

The service-learning activities provide experiential learning opportunities for students in the area of adult neurogenics. They will gain exposure to a wide range of communication deficits from brain injury; for example, some members are non-verbal while others are very verbal. Due to the group format, topics are inherently discussed that involve adjustment problems, relationship difficulties, work and financial challenges. These sensitive issues allow the students to appreciate the extent communication disability has on life participation and quality of life.

8. In addition to course-specific student learning goals, the following general expected learning outcomes are defined for students in service-learning courses:

- Students make connections between concepts and skills learning in an academic setting and community based work.
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

a.) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

Students will be required to submit a weekly reflection of their thoughts and ideas about aphasia group sessions. Each reflection should contain the following:

- Identification of specific communication support strategy utilized in the session.
- Reflection on the success or lack of success of the specific tool utilized in the session.
- Identification of something specific learned in the session about adult neurogenics OR a question about adult neurogenics.
- Description of an interaction or observation that illustrates the impact of aphasia on quality of life that was observed in the session.

This course also requires attendance and participation at one, 90-minute aphasia group session per week. Participation is defined as 1.) Involvement in planning and preparing for group sessions. 2.) Attending and interacting with OSU Aphasia Initiative members during assigned session. 3.) Participation in a post-session debrief with student volunteers and a clinical

supervisor or speech-language pathologist. This weekly exercise will allow course participants the opportunity to talk through clinical cases in a collaborative environment.

b.) What aspects of the course insure that the students learn about issues, resources, assets, and cultures of the community in which they are working?

As indicated in a.) above, the course is designed to foster identification of communication support strategies and community resources for persons with communication disability. This will require the students to think about the needs of this community, barriers that exist for someone with a communication disability, and work with a team to develop supports. Much time will be spent allowing students to talk with the persons served to gain 1:1 perspective.

c.) How does the course promote reflection on and evaluation of the impacts of the service learning activity?

Reflection will take place in written form as well as in a group debrief opportunity following each session.

9 Assessment of student learning

An assessment strategy will be implemented that tracks the following:

1. Amount of service performed via Pay It Forward Student Hour Tracker
2. Pre/Post Course Surveys
3. Open feedback sessions facilitated by the course instructor to gain perspectives of both the students participating in the course as well as the community partner. The feedback gained will include: satisfaction of experience, knowledge gained on supported communication, and others TBD.

It is a goal of the primary author to develop a system of data collection that will allow for future publication.

Curriculum Map: B.A. Speech & Hearing Science

Program Goals:

Goal 1: To provide students with a foundation in typical speech and language development

Goal 2: To provide students with a foundation in the hearing mechanism

Goal 3: To introduce students to speech and language disorders and intervention

Goal 4: To introduce students to hearing disorders and intervention

Required Courses	Goal (1)	Goal (2)	Goal (3)	Goal (4)
SHS 2230 – Introduction to Communication and Its Disorders	Beginning	Beginning	Beginning	Beginning
SHS 3320 – Principles of Phonetics	Beginning		Beginning	
SHS 3330 – Language Acquisition	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3340 – Introduction to the Art and Science of Sound		Beginning	Beginning	
SHS 3360 Observation in Speech-Language Pathology and Audiology			Intermediate	Intermediate
<u>SHS 3370 Service Learning in Adult Neurogenics for Speech-Language Pathology</u>			<u>Intermediate</u>	
SHS 4420 – Anatomy, Physiology and Science of Speech	Intermediate		Intermediate	
SHS 4430 – Introduction to Language and Science and Language Disorders	Intermediate		Intermediate	
SHS 4440 - Anatomy, Physiology and Science of Hearing		Intermediate		Intermediate
SHS 4520 Introduction to Speech-Language Pathology	Advanced		Advanced	
SHS 4540 Introduction to Audiology		Advanced		Advanced
SHS 5605 Multicultural Aspects of Communication and its Disorders	Advanced		Advanced	
Elective Courses				
SHS 2051 Analyzing the Sounds of Language	Beginning			
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning
SHS 4510 Disability in Context	Intermediate	Intermediate	Intermediate	Intermediate
SHS 4530 Introduction to Autism	Advanced		Advanced	
SHS 4630 Neuroscience of Speech, Language, and Music	Intermediate	Intermediate	Intermediate	Intermediate
SHS 5732 – Introduction to Aural Rehabilitation		Advanced	Advanced	Advanced
SHS 5760 – Neurology of the Speech and Hearing Mechanism	Advanced	Advanced	Advanced	Advanced
SHS 5714 Introduction to Sign Language Systems	Beginning			
SHS 5741 Voice Disorders	Advanced		Advanced	
SHS 5785 Research Methods I				

PSY 5700 Training in Science Education and Outreach	Advanced	Advanced		
PSY 5737 Proseminar in Cognitive Science	Advanced	Advanced		
Undergraduate Research				
SHS 4999	Advanced	Advanced	Advanced	Advanced
SHS 4999H	Advanced	Advanced	Advanced	Advanced
General Education Courses:				
SHS 3330	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning