SLHS 4502: LANGUAGE DISORDERS ACROSS THE LIFESPAN
Speech-Language Pathology Prerequisites (SLPP) Program
University of Colorado Boulder

CREDITS	3

COURSE DESCRIPTION

SLHS 4502 Language Disorders Across the Lifespan provides students with an introductory understanding of the causes, characteristics, assessment and treatment of developmental and acquired language disorders in children and adults. Examines a variety of disorders including specific language impairment, learning disabilities, and language and cognitive disorders due to brain damage. Considers the challenge of identifying language disorders in children and adults from culturally and linguistically diverse backgrounds.

COURSE MODALITY

SLHS 4502 is a fully online, asynchronous course delivered across the standard academic term. Instruction occurs through structured weekly modules, and students are required to progress according to scheduled release dates and assignment deadlines. Although there are no synchronous class meetings, the course is instructor-paced and follows the university semester calendar. The instructor will hold regular virtual office hours to provide additional support and clarification. Participation is optional, and recordings are made available for students who are unable to attend.

COURSE LEARNING OBJECTIVES

By the end of SLHS 4502: Language Disorders Across the Lifespan, students will be able to:
1. List common etiologies of the most common language disorders
2. Describe the signs and symptoms of the most common language disorders
3. Summarize available assessment and treatment options for the covered language disorders
4. Specific learning goals are posted in each module.

COURSE ALIGNMENT MAP

Required Texts:
1. No text is required for this course. Resources will be posted in Canvas.

Weeks	Module	Learning Objectives	To Do (Assignments & Quizzes)
1	1: Introduction to Language Disorders Across the Lifespan In this module I will provide you with an overview of the course including the syllabus and schedule. We will also review basic language related topics as an introduction to the course.	Become familiar with the course syllabus Review the course requirements and schedule Define language Analyze language components involved in specific language-based task Define a language disorder Apply classifications of language disorders to clinical cases	Watch course intro video Review course materials Quiz 1 ASHA Practice Portal Resource on Spoken Language Disorders ASHA Practice Portal Resource on Written Language Disorders
2	2: Etiology of Language Disorders, Classification, and Diagnostic Labels	Name major areas of the brain associated with language. Describe non-linguistic impairments that may co-occur with language impairments. Differentiate among the descriptive terms genetic, chromosomal, and hereditary. Discuss the impact of prematurity on cognition and language development. Recall and describe common characteristics of congenital disorders/diseases that affect speech, language, and cognitive abilities.	Quiz 2 Webb, W., & Adler, R.K. (2017). Brain Growth (pp. 273-278). In, Neurology for the Speech-Language Pathologist (6th edition). St. Louis: Elsevier. World Health Organization Summary on Birth Defects
3	3: Language Disorders in Early Childhood	Describe basic theories of language development. Describe the importance of the prelinguistic period. Understand the relationship between oral	Quiz 3 Discussion Board #1 Autism Spectrum Disorders in

		language and literacy development. State common risk factors for requiring early intervention services that may be present or known at birth. Describe those at risk for language disorders that may not be identified until later in infancy. Recall the role of IDEA Part C and the IFSP (Individualized Family Service Plan) in Early Intervention services. Apply knowledge of language disorders, delays, and differences to case studies. Describe special considerations when providing services to bilingual (or multilingual) individuals.	Infancy Language Skills of Bidialectal and Bilingual Children Considering a Strengths-Based Perspective.pdf NPR Article: 30 Million Word Gap? (3 minute listen or read the article)
4	4: Assessment for Infants and Preschool Children General considerations for the assessment of language deficits in infants and preschool-aged children, developmental approaches to assessment, an overview of the diagnostic process, methods for differentiating between different types of reliability and validity with regard to testing, and specific examples of receptive and expressive assessment tasks that can be utilized in evaluation.	Describe the five major objectives of assessment. Understand the difference between norm-referenced and criterion-referenced assessments. Identify and differentiate between the different types of validity and reliability with regard to language testing. Understand basic principles related to scoring of standardized assessments. Describe the process of dynamic assessment and its use to differentially diagnose children with language issues.	Lab 1 Quiz 4 ASHA Practice Portal: Assessment Tools, Techniques, and Data Sources Standardized Assessment for Clinical Practitioners: A Primer
5	5: Intervention for Infants and Preschool Children In this module we will discuss general considerations for the treatment of language deficits in infants through preschool-aged children. We will start with a lecture focusing on treatment for infants and toddlers, then move on to part 2, focusing on treatment for preschool aged children. I will also include several video examples of various treatment methods in real life practice!	Explain the components of federally funded early intervention programs through part C of IDEA. Describe the roles and responsibilities of Speech-Language Pathologists in early intervention. Understand the guiding principles of early intervention, including how to provide culturally responsive services. Describe 3 or more specific strategies for use in early intervention therapy. Differentiate among treatment principles, treatment procedures, and treatment goals for preschoolers. Explain the functional model of intervention. Describe basic considerations when choosing therapy procedures for a child with a language-based delay or disorder.	Quiz 5 ASHA Practice Portal: Early Intervention (focus on the sections titled: Roles and Responsibilities of SLPs, Guiding Principles of Early Intervention, and Treatment)
6	6: Language and Learning Difficulties in School Age Children Language and learning difficulties in school-age children. We will discuss how language demands change as children progress through school as well as common diagnoses in the school-aged	Explain how language demands change from preschool to high school. Compare the categories of learning disabilities. Discuss the signs of a language-based learning disability in school-aged children. List and discuss common diagnoses seen in school-aged children with language difficulties. Define Autism Spectrum Disorder (ASD) and common language characteristics Identify the language characteristics associated	Quiz 6 Discussion Board #2 NIDCD Resource on Developmental Language Disorder Links ASHA Practice Portal: Autism Spectrum Disorder

	population such as specific language impairment and dyslexia.	with Down syndrome Identify the language characteristics associated with Fragile X syndrome	
7	7. Assessment and Intervention for School-Age Children In part 1 of this module we will cover assessment for school-age children and in part 2 we will move on to treatment. I will provide you with an overview of guiding principles when designing an assessment and treatment plan for a child with a language disorder and review a few examples of specific treatment methods.	Describe basic principles for assessment in the school aged population. Discuss how cultural diversity affects the diagnosis of a reading and/or spelling disability. Describe dynamic assessment and how it can be utilized in the assessment of school aged children. Describe the components and purpose of Response to Intervention. Discuss the steps involved in planning and implementing the therapy process. Describe 2 or more language teaching methods. Discuss the importance of developing metalinguistic skills, critical thinking, listening, and writing abilities and their impact on academic success.	Lab 2 Quiz 7 ASHA Practice Portal - Spoken Language Disorders
8	8. Aphasia and Cognitive-Linguistic Disorders in Adults Aphasia types/language characteristics, as well as assessment and treatment for patients with aphasia. These lectures are compiled from a variety of sources and speakers who are experts on this topic, so the module for this week looks a bit different from our previous weeks. There is also an opportunity to practice assessment for individuals with aphasia at the end of the module.	Describe the characteristics of fluent and nonfluent aphasia based on the four characteristics of fluency. Apply knowledge of features of fluency to a connected speech sample to determine if a client has fluent or nonfluent aphasia. State which type of concomitant impairments occur with fluent and nonfluent aphasias. Describe tasks a clinician may use to assess different language skills in clients with aphasia. Explain how test items can be culturally and linguistically inappropriate and how we can engage in more culturally responsive practice. Explain the process of moving from assessment to treatment of individuals with aphasia.	Quiz 8 Discussion Board #3 Webb, W. (2017). Adult disorders of language. In, Neurology for the Speech-Language Pathologist (pp. 206-218). St. Louis: Elsevier NIDCD Resource on Aphasia Aphasia Therapy Guide
9	9. Traumatic Brain Injury/Right Hemisphere Damage, Alzheimer's Disease and Other Types of Dementia Assessment and treatment of acquired cognitive communication disorders, video lecture covering TBI and other acquired cognitive communication disorders, video examples of treatment as well as individuals with TBI sharing their experiences, final lab assignment which will give you an opportunity to practice a new assessment for adults with acquired language disorders.	Discuss underlying problems that may interfere with reading and narratives for patients with right hemisphere damage. Describe the problems of patients with right hemisphere damage and how they differ from those with left-hemisphere damage. Understand the demographic characteristics of the majority of people living with the consequences of TBI. Describe the most common causes of TBI. Describe the physical dynamics of rapid acceleration and deceleration in TBI. Discuss attention and memory the various types of each.	Lab 3: Quiz 9 https://www.asha.org/practice-portal/clinical-topics/right-hemisphere-damage/#collapse_6
10	10. Special Populations and Practice Case Studies		Case Study Final Assignment

ASHA 2020 CERTIFICATION STANDARDS ADDRESSED IN THIS COURSE

This upper-division course provides foundational knowledge aligned with the American Speech-Language-Hearing

Association (ASHA) 2020 KASA Standards, including:
- Standard IV-B: Biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of human communication and swallowing across the lifespan.
- Standard IV-C: Characteristics of communication and swallowing disorders and differences, including the etiologies, signs and symptoms, and impact on individuals across the lifespan.
- Standard IV-D: Principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

COURSE REQUIREMENTS
For each module, there is a quiz in Canvas. There are also 3 lab assignments. Lab assignments are open-book, open-resource and untimed--you can open and exit as often as you would like until you submit. Quizzes are open-book, open-resource, but are timed, so be sure to review the material beforehand! Quizzes are available in Canvas for a 48-hour period. Once you begin the quiz, you will have a specific time window to complete the exam.

Student learning in this class will be assessed using:
- Quizzes (9 x 10 points) = 80 points (the lowest grade will be dropped)
- Lab Assignments (3 x 30 points) = 90 points.
- Discussion Board Posts (3 x 10 points) = 30 points
- Final Case Study Assignment = 60 points
TOTAL POINTS: 260

GRADING SCALE
Grades are assigned based on the percentage of the total points earned and calculated using the following scale.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Grade *	93+-100	90- <93	87- <90	83- <87	80- <83	77- <80	73- <77	70- <73	67- <70	63- <67	60- <63	<60

*< indicates less than

SUBMISSION POLICIES
Assignments are submitted through the Learning Management System (Canvas). Assignments are due on the date posted on the course site. Late work will be reduced by 25% of the total possible points per day late (i.e., on the 4th day late, the homework assignment is worth 0 points). Please reach out to me directly if you have extenuating circumstances and need an extension.

COURSE PLAGIARISM POLICY
Students should submit their own work in this course. Review Honor Code and Student Conduct for University policies.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) COURSE POLICY
Students should not use AI tools during quizzes. Students should give credit to AI tools when used on assignments.

UNIVERSITY POLICIES

Honor Code
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part of adhering to the Honor Code. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from Student Conduct & Conflict Resolution and will be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation
If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website. If you have a temporary illness, injury or required medical isolation for which you require adjustment, please contact the instructor as soon as possible.

Accommodation for Religious Obligations
Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please communicate the need for a religious accommodation in a timely manner. See the campus policy regarding religious observances for full details.

Preferred Student Names and Pronouns
CU Boulder recognizes that students' legal information does not always align with how they identify. If you wish to have your preferred name (rather than your legal name) and/or your preferred pronouns appear on your instructors' class rosters and in Canvas, visit the Registrar's website for instructions on how to change your personal information in university systems.

Classroom Behavior
Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.
Additional classroom behavior information

- Student Classroom and Course-Related Behavior Policy.
- Student Code of Conduct.
- Office of Institutional Equity and Compliance.
- Student Code of Conduct.
- Office of Institutional Equity and Compliance.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits protected-class discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email OIEC@colorado.edu. Information about university policies, reporting options, and OIEC support resources including confidential services can be found on the OIEC website. Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure the person impacted receives outreach from OIEC about resolution options and support resources. To learn more about reporting and support a variety of concerns, visit the Don't Ignore It page.

Mental Health and Wellness
The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact Counseling and Psychiatric Services (CAPS), located in C4C, or call (303) 492-2277, 24/7.