



First Professional Year

Fall Semester (18 credits)

GMSL 6007 Physiologic and Acoustic Phonetics

This course addresses physiological aspects of the ventilatory, laryngeal, supralaryngeal, and orofacial mechanism as it relates to normal speech production. The acquisition and analysis of aerodynamic and acoustic aspects of voice and speech will be reviewed along with its application to disordered speech assessment. *3 credits*

GMSL 6009 Diagnostic and Clinical Principles

This course focuses on assessment in communication disorders as a problem-solving process. Students will develop knowledge and skill competencies in selection, administration, and analysis of testing materials as well as writing and interpreting clinical notes and reports for pediatric populations. The course will also cover review of policies, procedures, expectations, and professional behavior in the clinical environment. *2 credits*

GMSL 6010 Child Language Development and Disorders

This course is an advanced study of the relationship between language development, cognitive development, and language impairment in pediatric populations from birth to five years of age. First, the course begins by giving the student a solid footing in typical developmental milestones as well as current theories of language development and disorders. Second, populations of children who demonstrate language impairment, including late talkers, Autism Spectrum Disorder, Down syndrome, and Preschool Language Impairment/Specific Language Impairment are explored. Third, the importance of the assessment process in determining a diagnosis, a prognosis, and recommendations for intervention are emphasized. Finally, setting of appropriate language goals and scaffolding of language performance in treatment sessions. Students will gain an understanding of how language development within culturally and linguistically diverse backgrounds differs from language impairment. Students will become familiar with ASHA standards, ethics and scope of practice as it relates to language impairment and working with individuals from diverse cultural and language backgrounds. *4 credits*

GMSL 6141 Neuroscience

This course offers information pertaining to communication neuroscience. Communication neuroscience is a specialized sub-field of cognitive neuroscience that deals with the neural networks that support human communication. Special emphasis will be placed on topics such as the development, structure, function and pathology of the nervous system in relation to cognition, language and communication. *3 credits*

GMSL 7002 Research Methods I

This course provides an overview of concepts as it relates to the question, design, and data analysis of a research study. The goal is to help students in developing skills that will make them better consumers of research. 3 credits



Course Descriptions for M.S. in Speech-Language Pathology

GMSL 7001 Audiology and Aural Rehabilitation for the Speech-Language Pathologist

The objective of this course is to supply the prospective SLP with the information necessary to interpret and best utilize the results of an audiologic assessment, and enable them to plan and carry out appropriate intervention and management strategies. Students will be provided with the basic knowledge and skill necessary for performing audiologic screenings (pure tone, tympanometric and otoacoustic emissions as per ASHA's Scope of Practice for the SLP) as well as a working knowledge of evaluation procedures and interpretation of audiometric results; normal and abnormal hearing processes; appropriate treatment and referral. Communication assessment, intervention and management of children and adults with hearing loss will be addressed. Students will also gain an understanding of individualization of treatment/rehabilitation plans, the importance of family education and involvement, and collaborative interdisciplinary team models. *3 credits*

GMSL 7002 Research Methods I

This course provides an overview of concepts as it relates to the question, design, and data analysis of a research study. The goal is to help students in developing skills that will make them better consumers of research. *3 credits*

First Professional Year Spring Semester (17 credits)

GMSL 6022 Biomedical Ethics and Professional Issues in Speech-Language Pathology

*****offered week prior to official start of Spring term*****

This course presents a study of the application of human and professional values, judgment, and choices to selected ethical dilemmas that arise in health care practice. The scope of practice and code of ethics in speech-language pathology will be explored; theories and styles of counseling and interviewing techniques used with communicatively-impaired individuals and their families will be included. This is a problem based course presented through complex medical case studies relevant to the speech-language pathologist. Ethical clinical decision making models will be explored. *2 credits*

GMSL 6011 Articulation and Phonology

This course provides a strong foundation in the typical development of speech intelligibility and the knowledge and skills needed to assess and treat children with speech intelligibility disorders. Students will learn the developmental milestones related to speech intelligibility development and undergo a review of the normal anatomical and physiological process for producing intelligible speech and review IPA transcription. Students will expand their knowledge of the assessment, diagnostic and treatment aspects of pediatric speech intelligibility. Characteristics of special populations will also be considered. *3 credits*

GMSL 6012 School Age Language and Literacy

This course will cover principles and practices relevant to the assessment and treatment of language and literacy disorders in school age populations including children and adolescents ages 5 to 21. The goal of this course is to equip students with the knowledge and skills that ASHA specifies as necessary for school-based speech-language pathology. Topics covered include: foundational knowledge in the structure of schools; screening, referral, and diagnostic procedures in school settings; collaborating on Individualized Education Plan (IEP) teams; developing evidence-based treatment plans that meet Individuals with Disabilities Education Act (IDEA) guidelines; and theoretical foundations.



Course Descriptions for M.S. in Speech-Language Pathology

GMSL 6022 Biomedical Ethics and Professional Issues in Speech-Language Pathology

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GMSL 6518 Acquired Disorders of Language and Cognition

The focus of this course will be on theoretically-motivated protocols for diagnostic evaluation and treatment of aphasia. This course, in its entirety, will deal with the conceptual scaffoldings of two major paradigms of thought in the field of aphasia, namely, the impairment approach and the social-functional approach. In addition, this course offers information on the cognitive-linguistic deficits in the right hemisphere damaged adults. *3 credits*

GMSL 6521 Dysphagia

This course is an advanced study of the nature, etiology and physiology of the normal and disordered swallow across the lifespan. Instrumentation as it relates to the diagnosis of dysphagia will be presented. Treatment and clinical decision making will be highlighted. *3 credits*

GMSL 7041 Clinical Practicum/Clinical Seminar I

Supervised clinical practicum in speech-language pathology with associated clinical seminar. *3 credits*

Second Professional Year

Summer Semester (14 or 15 credits)

GMSL 6522 Pediatric Dysphagia and Procedures in Early Intervention

This course provides a solid foundation in the typical development of feeding and the disorders of feeding. Students learn to conduct a clinical feeding evaluation and apply treatment principles that are evidence-based. The course covers the developmental stages of bottle feeding through advancing textures and cup drinking. We discuss tube weaning, sensory-motor issues and multi-component feeding disorders in medically-involved children. There is a special unit on premature infants. Graduate students spend the day rotating through 3 stimulation experiences in the high fidelity NICU center where infant manikins produce stress and aspiration-risk cues. The graduate students conduct a bottle readiness assessment as part of the experience. Early Intervention topics from earlier in the MS program extend into this specialty course with a NJ EIS focus. Our clinical focus is on late talkers, autism spectrum disorder and children at biological and/or environmental risk for communication and feeding disorders. The course is deeply rooted in evidence-based practice of the American Speech, Language, Hearing Association and the World Health Organization.. *3 credits*



Course Descriptions for M.S. in Speech-Language Pathology

GMSL 6523 Fluency Disorders

This course is an advanced study of the nature and etiology of stuttering and other fluency disorders. Current assessment protocols and evidence based intervention programs for pediatric and adult populations are emphasized. *3 credits*

GMSL 6524 Augmentative and Alternative Communication

Assessment, treatment, and management of infants and children with speech motor disorders; intensive study of the interdisciplinary approach to augmentative and alternative communication; team approach to designing appropriate treatment plans, neuromotor management, environmental control, computer access and funding support. *3 credits*

GMSL 7010 Traumatic Brain Injury

This course offers information pertaining to the effects of traumatic brain injury on human communication and cognition from a life-span perspective. Although a variety of communication disorders can result from traumatic brain injury, this course mainly highlights the cognitive and linguistic deficits in this population. Contemporary approaches to assessment and treatment of such disorders form the core of this course. *3 credits*

GMSL 7003 Research Methods II

The goal of this course is for students to use critical thinking skills in the evaluation of research in the field of communication sciences and disorders. Students will gain a clearer understanding in evaluating the efficacy of treatment and intervention studies across multiple areas within the field of speech-language pathology. Focus on evidence-based treatment models and single-subject designs will empower students to become better consumers of research. *3 credits*

GMSL 7039 Research Project I

Faculty-supervised research review or pilot project focusing on a single area within Speech-Language Pathology or Speech, Language, and Hearing Sciences. *2 credits*

Second Professional Year

Fall Semester (10 credits)

GMSL 6013 Adult Neuromotor Disorders of Communication

An overview of acquired disorders of speech motor planning, programming and execution in neurologically impaired adolescents, young adults and older populations. Special emphasis will be on the methods of assessment and rehabilitation for apraxias and dysarthrias. *2 credits*

GMSL 6525 Voice Disorders



Course Descriptions for M.S. in Speech-Language Pathology

Intensive review of the anatomy and physiology of the vocal mechanism; normal and abnormal ventilatory and laryngeal function; identification, assessment, diagnosis, and outcome-based management of patients with functional, neurogenic, and organic voice disorders. *3 credits*

GMSL 7013 Craniofacial Disorders

Study of the evaluation and treatment of speech, language, and feeding problems associated with cleft palate and other craniofacial disorders. *3 credits*

GMSL 7102 Clinical Practicum/Clinical Seminar II

Supervised clinical practicum in speech-language pathology with associated clinical seminar. *2 credits*

Second Professional Year

Spring Semester (5 or 6 credits)

GMSL 7040 Research Project II

Faculty-supervised independent research on a single area within Speech-Language Pathology or Speech, Language and Hearing Sciences. *1 credit*

GMSL 7103 Clinical Externship

Advanced intensive supervised clinical practicum in speech-language pathology with associated clinical seminar. *5 credits*