Instructor: Kristin Holloway M.S., CCC/SLP        Course Time & Location: T/R 11:00-12:15; Human Services 321
Office: Human Services 205K                     Office Hours: T/ R 12:30-1:30
Office Phone: 468-1252                           Email: hollowaykp@sfasu.edu; kristin_holloway17@yahoo.com
Credits: 3 hours

Prerequisites: SPH 130, 210 or by consent of the instructor

I. COURSE DESCRIPTION:

This is an introduction to the nature, causes and characteristics of articulation, fluency and voice disorders. Therapeutic strategies for remediation of articulation, voice and fluency will be emphasized.

II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)

This course reflects the following core values of the College of Education

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

This course also supports the objectives of the Department of Human Services:

The Department of Human Services prepares undergraduate and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program:

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.
SACS Objectives: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes (PLOs) one and five. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

1. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (from KASA):

- **Standard III-B**: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

- **Standard III-C**: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

- **Standard III-D**: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.

**STUDENT LEARNING OBJECTIVES (SLO) FOR THIS COURSE**: At the end of this course, students will demonstrate an understanding of the following:

1. Students will describe normal speech development.
2. Students will review the anatomy & physiology of the articulatory system, respiratory system, and phonatory system.
3. Students will describe etiologies, characteristics, and treatment of articulation, phonological, motor speech, fluency, and voice disorders.
4. Students will explain and administer different types of assessments for speech disorders.
5. Students will review different evidence based interventions for articulation, phonological, motor speech, fluency, and voice disorders by researching journal articles.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

**III. Course Assignments, Activities, Instructional Strategies, & use of Technology:**

**Reading Assignments (SLO 1-4)**: Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify
answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

Examinations (SLO 1-4): There will be three scheduled examinations. Each exam may consist of multiple choice, True/False, and short answer items. Examination dates are listed on the course schedule below.

Class Project (SLO 4): There will be one project. The due date is listed on the course schedule below.

1. Clinical Assessment of Articulation and Phonology (CAAP) Project (100 pts.)
   As a group:
   1. Obtain a transcription of a CAAP administration from the course instructor.
   2. Fill out the CAAP Articulation Inventory protocol. Determine which sound(s) the child is misarticulating and which (if any) are not developmentally appropriate.
   3. Transfer information to the Phonological Processing Checklist protocol. Determine which (if any) phonological processes are being used that are not developmentally appropriate.
   4. Determine what sounds and/or phonological processes you will address in therapy. (Make sure you look at the developmental list of sounds and phonological processes to determine this.)
   5. Determine if the child has an articulation disorder and/or phonological processing disorder.
   6. What type of treatment will you use to address the goals? (Look at treatments for articulation disorders and treatments for phonological disorders from lecture to determine this.)
   7. Plan a therapy activity that will address one of the disordered sounds or one phonological process. Include at least 10 target words and any materials that you will use for the activity. (flashcards, detailed description of activity, etc.)

Journal Article Quizes (SLO 5): The following articles are to be located by the student (individually- this is NOT a group project). If you are having difficulty locating the article, please see a librarian at the Steen Library. The student is to use the “12 Steps to Understanding a Quantitative Research Report” worksheet provided by the instructor to analyze and study each article. Quizzes over each article will be given in class on a specified date (listed on the course schedule below). The student is required to turn in the article and their analysis the day of the article quiz. Failure to turn in the article and analysis on quiz day will result in no grade for the quiz (no credit- 0).


IV. Evaluation and Assessment:

Three scheduled exams @ 100 points each (SLO 1-5) = 300 pts.
Project: CAAP Project (SLO 4) = 100 pts.
Quizzes: Journal Article Quizes (SLO 5) = 150 pts.

Total 550 points

A= 89.5-100%
B = 79.5-89.4%
C= 69.5-79.4%
D= 59.5-69.4%
F= 59.4% and below
Grade Calculation: \( \text{(Points earned to date)} \times 100 = \text{(Grade)} \)

\( \text{(Points possible to date)} \)

Your final grade will be lowered by 5 points for every three unexcused absences. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence.

**LATE POLICY:** No late work will be accepted without permission by the instructor. For each day that assigned work is late, 10% of the grade will be deducted.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Page</th>
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<tbody>
<tr>
<td>T</td>
<td>August 29</td>
<td>Course Overview &amp; Syllabus</td>
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<td>R</td>
<td>August 31</td>
<td>Speech Development</td>
<td>Ch. 6</td>
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<td>T</td>
<td>September 5</td>
<td>Anatomy &amp; Physiology of Articulatory System</td>
<td>Ch. 9</td>
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<td>R</td>
<td>September 7</td>
<td>Etiologies of Articulation &amp; Phonological Disorders</td>
<td>Ch. 11</td>
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<td>T</td>
<td>September 12</td>
<td>Articulation Disorders</td>
<td>Ch. 12</td>
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<td>R</td>
<td>September 14</td>
<td>Articulation Disorders</td>
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<td>T</td>
<td>September 19</td>
<td>Out of class assignment- no class</td>
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<td>R</td>
<td>September 21</td>
<td>Phonological Disorders</td>
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<td>T</td>
<td>September 26</td>
<td>Articulation &amp; Phonological Test Administration; Assign group project</td>
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<td>R</td>
<td>September 28</td>
<td>Quiz 1; Motor Speech Disorders</td>
<td>Ch. 14</td>
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<td>T</td>
<td>October 3</td>
<td>Motor Speech Disorders</td>
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<td>R</td>
<td>October 5</td>
<td>Multicultural Issues/Emotional Social Effects of Articulation &amp; Phonological Disorders</td>
<td>Ch. 15</td>
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<td>T</td>
<td>October 10</td>
<td>Exam Review; <strong>DUE: CAAP Project</strong></td>
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<td>R</td>
<td>October 12</td>
<td><strong>Exam 1</strong></td>
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<td>T</td>
<td>October 17</td>
<td>Foundational Information about Stuttering;</td>
<td>Ch. 23</td>
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<tr>
<td>R</td>
<td>October 19</td>
<td>Foundational Information about Stuttering</td>
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<td>T</td>
<td>October 24</td>
<td>Evaluation of Fluency</td>
<td>Ch. 24</td>
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<td>R</td>
<td>October 26</td>
<td>Treatment of Stuttering</td>
<td>Ch. 25</td>
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<tr>
<td>T</td>
<td>October 31</td>
<td>Treatment of Stuttering: <strong>Quiz 2</strong></td>
<td>Ch. 25</td>
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<tr>
<td>R</td>
<td>November 2</td>
<td>Exam Review</td>
<td></td>
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<td>T</td>
<td>November 7</td>
<td><strong>Exam 2</strong></td>
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<td>R</td>
<td>November 9</td>
<td>Voice: Anatomy &amp; Physiology of the Respiratory and Phonatory Systems</td>
<td>Ch. 27</td>
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<td>T</td>
<td>November 14</td>
<td>Voice Disorders</td>
<td>Ch. 28</td>
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<td>R</td>
<td>November 16</td>
<td>Voice Evaluation</td>
<td>Ch. 29</td>
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<td><em><strong>Thanksgiving Break</strong></em></td>
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<td>T</td>
<td>November 28</td>
<td>Voice Therapy</td>
<td>Ch. 29</td>
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<td>R</td>
<td>November 30</td>
<td>Final Exam Review</td>
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<td>T</td>
<td>December 5</td>
<td><strong>Quiz 3; Voice Therapy</strong></td>
<td>Ch. 29</td>
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<tr>
<td>R</td>
<td>December 7</td>
<td><strong>Comprehensive Final Exam</strong></td>
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**VI. Required Textbooks/readings**


2. **LiveText Statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning and accreditation; 2. Instruction evaluation purposes; and 3. making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance policy for this course: Attendance in class is required. The instructor will take roll at 11:00 am. If you are not present during roll, you will be considered absent for that day. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are responsible for scheduling a make-up exam within one week of the missed class. Your final grade will be lowered by 5 points for every three unexcused absences. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services
in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Witheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be through Desire2Learn (D2L); http://d2l.sfasu.edu. Please check D2L often to get announcements and print out handouts.

If you have difficulty accessing D2L, contact Student Support 468-1919