Office Information: Email: debardellj@sfasu.edu
   Phone: 468-1155
   Location: Human Services Building, Room 205 H
   Hours: Tuesdays 10:00-12:30/Thursdays 2:00-4:30

Class meeting time and place: Tuesdays/Thursdays 12:30-1:45 p.m.
   Human Services Building, Room # 317

Credits: 3

Prerequisites: SPH 230, 320, or 332. Students enrolled in this course must have been approved for admission into the Communication Disorders Program

I. COURSE DESCRIPTION:
This course is designed to provide a general understanding of the principles of diagnosis and evaluation of speech and language disorders. Five hours of observation in the Speech and Hearing Clinic are a requirement of the course.

II. INTENDED LEARNING OUTCOMES:
This course reflects the following core values of the Perkins College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

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

This course also supports the mission of the Department of Human Services.

The Department of Human Services prepares undergraduates 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 the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- Standard I: Degree
- Standard II: Education Program
- Standard III: Program of Study
- Standard IV: Knowledge of Outcomes
- Standard V: Skills Outcomes
- Standard VI: Assessment
- Standard VII: Speech-Language Pathology Clinical Fellow
- Standard VIII: Maintenance of Certification

**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. This course presents a review of specific disorders, specifically articulation, language, fluency, and voice, and the importance of this information prior to assessment.

**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 disorders. This course presents knowledge concerning the nature of the diagnostic process and the scientific orientations common to diagnosis and appraisal. Student competency will be demonstrated by successful completion of two course projects which include administration of a speech-language battery, and a summary/interpretation of findings via clinical reports.

**Standard IV-G:1c,d,e,f,g:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. **Evaluation**
   - c. select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures.
   - d. adapt evaluation procedures to meet client/patient needs
   - e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   - f. complete administrative and reporting functions necessary to support evaluation.
   - g. refer clients/patients for appropriate services.

Provided via class lecture and readings. Demonstrated via course requirement of two projects which include administration and interpretation of various oral peripheral, articulation, phonological, language, voice, and fluency test and inventories. This includes clinical report writing of test results, including scoring summaries, tentative diagnosis, and recommendation.

**Standard IV-G:3a,c,d:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

3. **Interaction and Personal Qualities**
   - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   - d. Adhere to the ASHA Code of Ethics and behave professionally

Provided via class lectures and readings. Demonstrated via class discussions and exam.

**Program Learning Outcomes:** This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLO I, II, VII and VIII). These competencies are measured by successful completion of all course
requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.

II. The student will demonstrate knowledge of physiological processes utilized in communication.

III. The student will recognize and articulate the foundational skills related to normal speech and language development.

IV. The student will demonstrate understanding of the process of assessing communication disorders.

V. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.

VI. The student will demonstrate professional writing skills appropriate for clinical management.

Student Learner Outcomes:

1. **STUDENT LEARNER OUTCOME:** The students will demonstrate the ability to identify and treat communication and swallowing disorders.

2. **STUDENT LEARNER OUTCOME:** The students will apply knowledge of the anatomy and physiology of normal speech, language and swallowing to the diagnosis and treatment of communication and swallowing disorders.

3. **STUDENT LEARNER OUTCOME:** The students will perform and evaluate the results of hearing screenings and recognize the implications of audiological diagnostic information as it applies to their scope of practice.

4. **STUDENT LEARNER OUTCOME:** The students will demonstrate understanding of the research process, including how to incorporate evidence-based practice into clinical settings.

5. **STUDENT LEARNER OUTCOME:** The students will meet the academic and clinical requirements to obtain state licensure and national certification.

6. **STUDENT LEARNER OUTCOME:** The students will demonstrate knowledge of current and relevant professional issues related to the field of speech language pathology.

Specific Student Learning Outcomes (SLOs) and Measurements: After completing this course, the students will demonstrate an understanding of the following:

1. Basic information about the nature of the diagnostic process and the scientific orientations common to diagnosis and appraisal.

2. Interviewing/Obtaining case history information.

3. The administration and interpretation of various oral facial, articulation, phonological, language, voice, and fluency tests and inventories.
4. Dialectical and Bilingual/Multicultural considerations regarding phonemic, grammatical, and pragmatic/non-linguistic contrasts.
5. Speech/language developmental milestones birth to 5 years.
6. Clinical Report Writing/Writing a comprehensive description of the patient’s speech/language behavior, using test information and the clinician’s own observations; comparing that information with the normal population.
7. Utilizing test and norm information to arrive at a tentative diagnosis and recommendation.
8. Counseling patients and their families regarding the nature of speech/language disorders, the prognosis, and plans of therapy.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, projects, and the completion of 5 of the 25 overall observation hours required.

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

Projects:

1. Throughout the course of the semester students will obtain 5 hours of clinical observation. These hours are to be completed online on the Master Clinician Network. You will watch 5 videos of your choice on the network and answer questions provided after each video to make an observation report. Once you have watched the video and answered the questions, you will submit the observation report online. At least one of the 5 hours must be observation of a diagnostic speech and language evaluation. Once you have completed all 5 hours, you will print out copies of the observation reports and turn them into me. All 5 hours must be recorded by noon, Thursday, May 3rd. Students’ overall course grade at the end of the semester will drop one letter grade if not submitted by this designated time. (This project addresses SLO #1 and the Core Curriculum Objectives of Communication, Personal Responsibility, and Social Responsibility)

2. Students will be required to assess one child during the course of the semester. Assessment will involve the administration of an oral facial examination, articulation assessment, a receptive vocabulary assessment, and a receptive/expressive language assessment. The results of these tests will then be compiled, analyzed and submitted in a report format. Each project is to be submitted in a folder, with the report in brads and the test forms in the pocket. Two reports will be submitted: Project 2A with language test results and Project 2B with oral facial examination and articulation test results. (This project addresses SLO #s 2-7 and the Core Curriculum Objectives of Critical Thinking, Communication, Personal Responsibility, Social Responsibility, Empirical and Quantitative Skills)
3. PROJECT #2A DUE THURSDAY, MARCH 22; PROJECT #2B DUE THURSDAY, APRIL 26

IV. GRADING POLICIES:

Examinations:

Four examinations will be given during the course of the semester. The final examination will not be comprehensive. Each test will be worth a total of 100 points. Exams will consist of various multiple choice, fill-in-the-blank, short answer and essay type questions. All exams must be taken on the date assigned unless there is a valid medical excuse. (The student must contact the instructor prior to the scheduled exam and written documentation must be submitted within a week of returning to school) Make-up exams will be scheduled at the convenience of the instructor. The examinations will address SLO #s 1-8 and the Core Curriculum Objective of critical thinking.

Grading:

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<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Artic. test report</td>
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<td>Lang. test report</td>
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<tr>
<td>Exam #1</td>
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<tr>
<td>Exam #2</td>
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<td>Exam #3</td>
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<td>Exam #4</td>
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A = 453-510
B = 395-452
C = 338-394
D = 280-337
F = below 280

V. COURSE SCHEDULE (see final page of syllabus):

VI. REQUIRED READINGS:


Master Clinician: Students will be required to sign up for a one-year membership to the Master Clinician Network. Students will
complete observation hours required for the course through the network.

**LiveText:** This course uses the Live Text 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 this via email. If you forward your SFA email to another account and do not receive an email concerning Live Text registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to __________@jacks.sfasu.edu)

**VII. COURSE EVALUATIONS:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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 ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.** The completion of this evaluation is considered a course requirement.

**VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:**

**Attendance:** Attendance will be taken every class period. If you arrive late, you must come to the instructor after class to make sure you are counted present. **More than three unexcused absences will result in 20 points being subtracted from your final grade.** Excused absences are those in which the student brings written documentation
to support the reason for absence. When absent you are responsible for obtaining class notes from a fellow student.

**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.

**Missing Exams:** If you know ahead of time that you will be absent from an exam, please make arrangements to take the exam ahead of time. If you have an unexpected illness or family emergency, please contact me ahead of time to let me know and to make arrangements to make up the examination.

**Students with Disabilities Policy 6.1 and 6.6:** To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) 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/disabilityservices/.

**Academic Integrity Policy 4.1:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating of plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source
or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academicintegrity.asp

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission 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)

Withheld grades: Policy 5.5: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete 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 (ie Active Military Service (6.14). If students register for the same course in future terms 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education, 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.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 936-468-1740 or snyderkel@sfasu.edu.

**IX. Other Relevant Course Information:**
Communication for this course will be done in class, through D2L and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.
TENTATIVE CLASS SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity/Notes</th>
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<tbody>
<tr>
<td>January 16</td>
<td>(T)</td>
<td>First class day—Course Orientation</td>
</tr>
<tr>
<td>January 18</td>
<td>(TH)</td>
<td>Chapter 1 Overview of assessment/central tendency</td>
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<tr>
<td>January 23</td>
<td>(T)</td>
<td>Chapter 1 Assessment Methods and Scores</td>
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<tr>
<td>January 25</td>
<td>(TH)</td>
<td>Chapter 3 Case History/Interviewing</td>
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<td>January 30</td>
<td>(T)</td>
<td>Watch and discuss assessment video</td>
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<tr>
<td>February 1</td>
<td>(TH)</td>
<td>EXAM #1</td>
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<tr>
<td>February 6</td>
<td>(T)</td>
<td>Chapter 7 Assessment of Language /Basal and Ceilings</td>
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<tr>
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<td>Chapter 7 Assessment of Language</td>
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<td>February 13</td>
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<td>February 22</td>
<td>(TH)</td>
<td>Practice Language test</td>
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<td>February 27</td>
<td>(T)</td>
<td>EXAM #2</td>
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<td>March 1</td>
<td>(TH)</td>
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<td>March 6</td>
<td>(T)</td>
<td>Chapter 5 Oral Facial Examination</td>
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<td>March 8</td>
<td>(TH)</td>
<td>Chapter 5 Oral Facial Examination</td>
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<td>March 13 &amp; 15</td>
<td>(T&amp;TH)</td>
<td>NO CLASS-SPRING BREAK</td>
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<td>March 20</td>
<td>(T)</td>
<td>Chapter 5 Oral Facial Examination/DDK rate</td>
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<td>March 22</td>
<td>(TH)</td>
<td>Chapter 6 Assessment of Articulation-PROJECT 2A DUE</td>
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<td>March 27</td>
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<td>March 29</td>
<td>(TH)</td>
<td>NO CLASS-EASTER BREAK</td>
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<td>April 3</td>
<td>(T)</td>
<td>Chapter 6 Assessment of Articulation/Goldman-Fristoe</td>
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<tr>
<td>April 5</td>
<td>(TH)</td>
<td>Chapter 6 Phonological processing/Kahn Lewis</td>
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<tr>
<td>April 10</td>
<td>(T)</td>
<td>EXAM #3</td>
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<tr>
<td>April 12</td>
<td>(TH)</td>
<td>Chapter 11 Assessment of Fluency</td>
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<td>April 17</td>
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<td>April 19</td>
<td>(TH)</td>
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<td>(T)</td>
<td>Chapter 12 Assessment of Voice</td>
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<td>April 26</td>
<td>(TH)</td>
<td>Chapter 12 Assessment of Voice-PROJECT 2B DUE</td>
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<tr>
<td>May 1</td>
<td>(T)</td>
<td>Wrap up and Review</td>
</tr>
<tr>
<td>May 3</td>
<td>(TH)</td>
<td>FINAL EXAM 12:30 &amp; OBSERVATION HOURS DUE</td>
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