Stephen F. Austin State University  
College of Education  
Department of Human Services  
Communication Sciences & Disorders Program  
Introduction to Communication Disorders  
CSD 200.001.202010  
Fall 2019

Instructor: Kristin Holloway, MS, CCC/SLP  
Course Time & Location: T/TH 9:30-10:45 HSTC 321  
Office: Human Services 205K  
Office Hours: T/TH 9-9:30; 10:45-11:15  
Office Phone: 936-468-1252  
Email: Kristin.Holloway@sfasu.edu; kristin_holloway17@yahoo.com  
Credits: 3 hours

Prerequisites: None

I. COURSE DESCRIPTION: This course provides an overview of the field of speech-language pathology. Students are introduced to the anatomy of the speech mechanism, normal speech and language development, and a wide variety of communication disorders. The history of the profession, educational preparation of speech-language pathologists, and professional issues also are included. The student obtains five hours of observation of therapy in the Stanley Center for Speech and Language Disorders. Students must obtain a minimum of a B in this course to gain acceptance into both the CSD and pre-audiology programs. CSD- 200 "Introduction to Communication Disorders" (3 credits) typically meets twice a week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete reading assignments, take quizzes related to course material, complete exams, and complete one project over a chosen topic related to communication disorders. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

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 Communication Sciences and Disorders Program:  
The mission of the Communication Sciences and Disorders 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.

A. SACS Objectives: This course supports the Communication Sciences and Disorders and Audiology Program Learning Outcomes (PLOs) 1, 2, 3, and 4. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

B. This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association:

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.

C. STUDENT LEARNING OBJECTIVES (SLO) FOR THIS COURSE: At the end of this course, students will demonstrate, by performance on examinations, group discussions, and activities, written assignments, and quizzes, an understanding of the following:

1. The student will describe the responsibilities of speech-language pathologists and audiologists and their career paths by obtaining a minimum of 70% accuracy on exams and quizzes.
2. The student will identify and describe the basic anatomy and physiology for respiration, phonation, articulation, and hearing as evidenced by obtaining a minimum of 70% accuracy on exams and quizzes.
3. The student will identify developmental milestones for communication as evidenced by obtaining a minimum of 70% accuracy on exams and quizzes.
4. The student will describe communication disorders in the areas of child language, adult language, fluency, articulation, phonology, voice, cleft palate, neurogenic disorders, swallowing, and audiology as evidenced by obtaining a minimum of 70% accuracy on exams and quizzes.
5. The student will identify conditions that may cause communication disorders as evidenced by obtaining a minimum of 70% accuracy on exams and quizzes.

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

OBSERVATION HOURS: You will obtain five (5) hours of observation in speech and language therapy under the supervision of the University supervisors. You will maintain professional conduct in the clinic AT ALL TIMES. An observation form will be given to you to record your observations. These forms must be completed as instructed with age and ethnicity. You will sign up for observations on the Clinic bulletin board at the end of Room 205. The new schedule for the following week will be posted every Friday by 8:30 a.m. There will be ONLY TWO observers per window. You MAY NOT take someone’s name off the schedule and replace it with your own. You will write in pen and remove your name ONLY with correction fluid/tape (White-out). Be sure that you are able to attend during the times that you choose. If you sign up and fail to attend for more than two separate sessions, you will not be allowed to sign up for any more sessions. If you do not stay for the entire session, you will not be allowed to count those hours on your observation log. Your observation log MUST have the clinician’s signature on
the PRE and POST session section in order to receive credit for the session. You should plan to arrive approximately 15 minutes prior to the scheduled session time to have the clinician sign the PRE-session section on your form. The clinician WILL NOT sign your form if you arrive late. A file of your hours will be kept in the clinic office, but it is imperative that you make a COPY OF EVERY FORM you submit and maintain your own record of these hours as proof that you have met this requirement. The last day to complete observations will be Thursday April 26, 2017. You do not receive credit for sessions that are cancelled or do not occur. It is in your best interest to complete observation hours as soon as possible and not wait until the end of the semester. If you do not complete the required five (5) hours of observation by 5:00 p.m. on Thursday, December 5, 2019 your final grade will be dropped by one letter grade. All observation forms MUST be submitted to the program office (Rm. 205) by 11:00 a.m. on Monday December 9, 2019. Late submissions will not be accepted and will be considered incomplete resulting in your final grade being dropped one letter grade.

IV. Evaluation and Assessment (Grading):

EXAMINATIONS (SLO 1-5): There will be 4 exams: 3 regular exams and 1 final exam. The final examination WILL NOT be comprehensive. Each examination will be counted as one grade and will be averaged for your final grade in this course. All examinations are comprised of true/false and multiple-choice questions. You will need to bring a Scantron form and pencil to every examination. Make-up exams are not permitted except in the case of an extreme illness or emergency. If you miss an exam, you are responsible for notifying the instructor via email within 24 hours and for providing written documentation for the absence. When possible, the student should notify the instructor PRIOR to missing an exam. Notification of missing an exam DOES NOT serve as significant documentation for the absence. It is the student’s responsibility to provide the documentation and to schedule the make-up exam with the instructor. The student should confer with the instructor to set up the make-up exam no later than 3 days after the missed exam. Failure to provide significant documentation of the absence or conference with the instructor within the allotted time frame will nullify the student’s ability to take the make-up exam. Make-up exams will be rescheduled at the convenience of the instructor.

QUIZZES (SLO 1-5): Five (5) quizzes will be given throughout the course of the semester. The quizzes will reflect knowledge you have gained from your readings and lectures. Make-up quizzes are not permitted except in the case of an extreme illness or emergency. If you miss a quiz, you are responsible for notifying the instructor via email within 24 hours and for providing written documentation for the absence. When possible, the student should notify the instructor PRIOR to missing a quiz. Notification of missing a quiz DOES NOT serve as significant documentation for the absence. It is the student’s responsibility to provide the documentation and to schedule the make-up quiz with the instructor. The student should confer with the instructor to set up the make-up quiz no later than 3 days after the missed quiz. Failure to provide significant documentation of the absence or conference with the instructor within the allotted period will nullify the student’s ability to take the make-up quiz. Make-up quizzes will be rescheduled at the convenience of the instructor.

ATTENDANCE: Attendance in class is required. The instructor will take roll at 9:30 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.
TOTAL POSSIBLE POINTS
4 Exams: 100 points each
5 Quizzes: 25 points each
A= 470 - 525
B = 418 - 469
C= 365 - 417
D= 313 - 364
F= 312 - 0

V. Tentative Course Outline/ Calendar:

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
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<tr>
<td>Week 1</td>
<td>Introduction to Course/Review Syllabus</td>
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<td>8/27</td>
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<td>8/29</td>
<td>Communication and Its Disorders</td>
<td>Chapter 1</td>
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<td>Week 2</td>
<td>A Profile of SLPs and Audiologists</td>
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<td>9/5</td>
<td>The Professions: Education and Organizations</td>
<td>Chapter 15</td>
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<td>Week 3</td>
<td>Quiz #1: Anatomy &amp; Physiology of Speech and Language</td>
<td>Chapter 4</td>
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<tr>
<td>9/12</td>
<td>Anatomy &amp; Physiology continued (Begin Exam Review)</td>
<td>Chapter 4</td>
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<td>Week 4</td>
<td>REVIEW for EXAM 1</td>
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<td>9/17</td>
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<td>9/19</td>
<td>EXAM #1</td>
<td>Chapters 1, 3, 4, 15</td>
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<td>Week 5</td>
<td>Articulation and Phonological Disorders</td>
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<td>9/24</td>
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<tr>
<td>9/26</td>
<td>Articulation and Phonological Disorders continued</td>
<td>Chapter 5</td>
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<td>Week 6</td>
<td>Quiz #2; Language Acquisition &amp; Disorders in Children</td>
<td>Chapter 6</td>
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<td>10/3</td>
<td>Literacy &amp; SLPs</td>
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<td>Week 7</td>
<td>Special Topics in Speech-Language Pathology</td>
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<td>10/8</td>
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<td>10/10</td>
<td>Review for EXAM #2</td>
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<td>Week 8</td>
<td>EXAM #2- Midterm</td>
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<td>10/15</td>
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<td>10/17</td>
<td>Audiology: Hearing and Its Disorders</td>
<td>Chapter 13</td>
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<td>Week 9</td>
<td>Quiz #3; Audiological Rehabilitation and Education continued</td>
<td>Chapter 14</td>
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<td>10/22</td>
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<td>10/24</td>
<td>Fluency and Its Disorders</td>
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<td>Week 10</td>
<td>Fluency and Its Disorders continued/ Review for EXAM #3</td>
<td>Chapter 7</td>
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<td>10/31</td>
<td>EXAM # 3</td>
<td>Chapters 13, 14, 7</td>
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<td>Week 11</td>
<td>Voice and Its Disorders</td>
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<td>11/7</td>
<td>Cleft Palate &amp; Communicative Disorders</td>
<td>Chapter 9</td>
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<td>Week 12</td>
<td>Quiz # 4; Cleft Palate &amp; Communicative Disorders continued</td>
<td>Chapter 9</td>
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<td>11/12</td>
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<td>11/14</td>
<td>Medical Speech Language Pathology</td>
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<td>Week 13</td>
<td>Medical Speech Language Pathology continued</td>
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<td>11/19</td>
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<tr>
<td>11/21</td>
<td>Medical Speech Language Pathology continued</td>
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Thanksgiving Holiday

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<tr>
<th>Week 14</th>
<th>Quiz #5; REVIEW for FINAL EXAM</th>
<th>Chapters 8, 9, 10</th>
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<tr>
<td>12/3</td>
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<tr>
<th>Week 15</th>
<th>Final conferences if requested by student; final grades posted</th>
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<tr>
<td>12/5</td>
<td>FINAL EXAM (Exam # 4) <strong>Observation Hours complete by 5:00 pm</strong></td>
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VI. Readings:

**Required:**

*Introduction to Communicative Disorders, 4th edition* by M.N. Hegde

**Suggested:**


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 (including the first 12 day attendance report) 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 9:30 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/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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:
a. submitting an assignment as one's own work when it is at least partly the work of another person;
b. submitting a work that has been purchased or otherwise obtained from the Internet or another source;
c. 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).
**Withheld 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 Early Alert Program at SFA.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Communication for this course will be done in class and through D2L. Please check your D2L often to get announcements, print out handouts, check your grades, etc. Grades for each exam and quiz will be posted on D2L within one week from the date of the exam and/or quiz.

If you have difficulty accessing D2L, contact Student Support by phone at (936) 468-1919 or by email at d2l@sfasu.edu

Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor.