I. COURSE DESCRIPTION: This course provides an introduction to the nature, causes/etiologies and characteristics of speech disorders with an emphasis on articulation/phonological, fluency and voice disorders. Information related to identification and assessment will be discussed, as well as evidence-based intervention strategies related to speech disorders. Scholarly journal articles related to lecture topics will be assigned as out of class readings. Completion of these readings will be assessed with quizzes. Students must obtain a minimum grade of C to receive credit toward degree plan. CSDS 3300 (Speech Disorders) is a face-to-face course. CSDS 3300 typically meets twice a week in 75-minute segments for 15 weeks. Acceptance into the communication sciences and disorders undergraduate program or the pre audiology undergraduate program is a prerequisite for this course.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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, 3, 4, 5, and 6. 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.

**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.

C. STUDENT LEARNING OUTCOMES (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, fill-in-the-blank, and/or 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 Quizzes (SLO 5): Three journal articles will be studied during the course of the semester. The instructor will post the journal articles to the class D2L page. 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).

Class lectures: The majority of the class lectures will be accompanied by Power Point slides. The Power Point slides will be posted to the course D2L page. Lectures are frequently accompanied by video demonstrations.

Technology: The course D2L page will frequently be used to post announcements, reminders, syllabus, handouts, and Power Point slides. The instructor will use the D2L e-mail and gradebook features as well. It is important that you check your D2L e-mail daily. Please contact D2L support at 936 468 1919 to transfer D2L emails to an account you check regularly if needed. It is important to note that you can only respond to D2L e-mail from D2L. The instructor will respond to all student e-mails within 48 hours M-F.
IV. Evaluation and Assessment:

EXAMINATIONS (SLO 1-4): There will be 3 exams. The final examination WILL be comprehensive. All examinations are comprised of true/false, fill in the blank, short answer and/or multiple-choice questions. All exams will be taken on the designated date (specified on course calendar). 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.**

JOURNAL ARTICLE QUIZZES (SLO 5): Three journal articles will be studied during the course of the semester. The instructor will post the journal articles to the class D2L page. 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). Quizzes may be multiple choice, true/false, matching, or fill in the blank. 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.**

CAAP PROJECT (SLO 4):
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.)
ATTENDANCE: If you miss a class, it is your responsibility to obtain class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class when a grade was given, you are responsible for providing written documentation (illness, hospitalization, court, death in the family) so that you may make up that grade. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within three days of the absence.

Three scheduled exams @100 points each (SLO 1-5) = 300 pts.
Project: CAAP Project (SLO 4) 100 pts.
Quizzes: Journal Article Quizzes (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: (Points earned to date) X 100 = (Grade)
(Part points possible to date)

Students must obtain a minimum grade of C to receive credit toward degree plan

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>August 24</td>
<td>Course Overview &amp; Syllabus</td>
</tr>
<tr>
<td>R</td>
<td>August 26</td>
<td>Speech Development</td>
</tr>
<tr>
<td>T</td>
<td>August 31</td>
<td>Anatomy &amp; Physiology of Articulatory System</td>
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<tr>
<td>R</td>
<td>September 2</td>
<td>Etiologies of Articulation &amp; Phonological Disorders</td>
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<tr>
<td>T</td>
<td>September 7</td>
<td>Articulation Disorders</td>
</tr>
<tr>
<td>R</td>
<td>September 9</td>
<td>Articulation Disorders</td>
</tr>
<tr>
<td>T</td>
<td>September 14</td>
<td>Phonological Disorders</td>
</tr>
<tr>
<td>R</td>
<td>September 16</td>
<td>Articulation &amp; Phonological Test Administration; CAAP Assign group project</td>
</tr>
<tr>
<td>T</td>
<td>September 21</td>
<td>CAAP continued if needed; Quiz 1; journal article discussion</td>
</tr>
<tr>
<td>R</td>
<td>September 23</td>
<td>Motor Speech Disorders</td>
</tr>
<tr>
<td>T</td>
<td>September 28</td>
<td>Motor Speech Disorders</td>
</tr>
<tr>
<td>R</td>
<td>September 30</td>
<td>Multicultural Issues/Emotional Social Effects of Articulation &amp; Phonological Disorders</td>
</tr>
<tr>
<td>T</td>
<td>Oct 5</td>
<td>Exam Review; <strong>DUE: CAAP Project</strong></td>
</tr>
<tr>
<td>R</td>
<td>October 7</td>
<td>Exam 1</td>
</tr>
<tr>
<td>T</td>
<td>October 12</td>
<td>Foundational Information about Stuttering</td>
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<tr>
<td>R</td>
<td>October 14</td>
<td>Foundational Information about Stuttering</td>
</tr>
<tr>
<td>T</td>
<td>October 19</td>
<td>Evaluation of Fluency</td>
</tr>
<tr>
<td>R</td>
<td>October 21</td>
<td>Treatment of Stuttering</td>
</tr>
<tr>
<td>T</td>
<td>October 26</td>
<td>Treatment of Stuttering; <strong>Quiz 2</strong></td>
</tr>
</tbody>
</table>

****LAST DAY TO DROP THE COURSE IS OCTOBER 20TH****
VI. Required Textbooks/readings

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 located above in section IV***
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:
- 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;
- 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services

[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

3rd Floor Rusk Building

936-468-2401

SFASU Human Services Counseling Clinic

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

Human Services Room 202

936-468-1041

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741
**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 through Brightspace/D2L. Please check your Brightspace/D2L often to get announcements, print out handouts, check your grades, etc. Grades will be posted on Brightspace/D2L within one week from the date of the exam.

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