Prerequisites: CSD 130, 210, and 250 or by consent of the instructor

I. Course Description:
Study of the nature, etiology, and remediation of language disorders and the study of the patient populations for whom augmentative or alternative communication modalities are needed for successful communication of daily wants and needs, underlying etiologies, symptomology, evaluation and therapeutic interventions, including overview and experience with both low-technology and high-technology devices and how to determine when/how these should best be used.

SPHS 5305, “Language Disorders and Augmentative Communication,” (3 credits) will include information related to language disorders and multiculturalism. The course will follow a hybrid format in which we will replace half of the time we would normally spend together with thoughtful exchanges online. In our synchronous ZOOM sessions on Mondays, we’ll spend the majority of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

- **In-class time (1.5 hours weekly):** We will have one 120-minute class each week (Wednesdays from 5:00-7:00pm) for 15 weeks via ZOOM (synchronous) in which we will study the clinical management of language disorders and a comprehensive look (via seminar discussions) at multiculturalism. We will cover the identification, assessment, and treatment of language disorders, including discussions of critical thinking and clinical application in all areas, but especially for clients who are culturally and/or linguistically diverse. You may also be asked to complete brief quizzes and other assessments during the sessions.

- **In-class replacement time (1.25 hours weekly):** In place of an additional 30-minute lecture on Mondays each week, students will read, watch, and/or listen to content online. Students are expected to respond to discussion posts for participation points, take quizzes/exams online, and take a 2-hour final examination online.

- **Out-of-class time (~5 hours weekly):** Outside of class, students will have significant weekly reading assignments, and are expected to complete all readings, viewings, writing assignments. These include abstracts of research articles and conducting/analyzing/interpreting a language sample. These activities average at a minimum of five hours of work each week.
II. Intended Learning Outcomes/Goals/Objectives:

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

- 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 and Educational Leadership:

(1) The preparation of special education teachers for elementary and secondary schools,

(2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

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

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) one, three, and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:

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 (2020 Standards effective Jan 1, 2020):


Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct; demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics. [https://www.asha.org/Code-of-Ethics/](https://www.asha.org/Code-of-Ethics/)

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues...demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards. [https://www.asha.org/policy/about/](https://www.asha.org/policy/about/)

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The student will understand the basic principles of normal language development. (IV-C)
2. The student will demonstrate an understanding of the assessment process in all stages of language development (IV-C; IV-D; IV-E)
3. The student will understand a variety of intervention strategies to use in the treatment of children and adolescents with language disorders (IV-C; IV-D; IV-E; IV-G)
4. The student will demonstrate an understanding of the principle roles, responsibilities, knowledge, and skills of speech-language pathologists, other professionals, and families as they relate to multiculturalism and culturally and linguistically diverse populations. (IV-D; IV-E; IV-F; IV-G)
5. The student will formulate scholarly discussions on effective strategies for working with culturally and linguistically diverse populations. (IV-D; IV-F; IV-G)

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:

Assignments/Quizzes/Discussions. Text chapters that correspond to selected course topics/activities are listed on the course schedule. 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 assignments, projects, quizzes, and scheduled examinations. There is the possibility that in-class quizzes may take place, including a review of content material and a “check in” of sorts to make sure students are completing important readings each week. Most reading materials will be made available online via the content section of D2L. Discussion posts also will be utilized in order to further understand course material.

Examinations. There will be three scheduled exams. Exam 1 will cover aspects of normal language development. Exam 2 will cover aspects of assessment and treatment of language disorders. The final exam will be a take home exam that will include aspects from all three sections of the course. Exams may be in multiple choice format, short answer, or fill-in-the-blank and will be administered online via D2L/Brightspace under quizzes. Each exam will be open for at least 5 days to allow the opportunity to take the exam at any given time during the 5-day window. Choose a time that works best for you and your mental sharpness! Missed exams cannot be made up without prior approval & written documentation, however, the 5-day window will provide great flexibility for each student to work with their individual schedules. It will be your responsibility to keep up with suggested readings and course materials so that you are successful on the quizzes.

Projects. In order to fulfill course requirements, you will be expected to complete four projects for this course. A dropbox folder will be created for all projects on D2L. You are expected to submit your projects online in the corresponding folders. This may necessitate the use of a scanner. If you are having trouble locating a scanner, there are various means to
do so. If you have a smartphone, you can download apps that imitate scanners and allow you to email pages very easily. Both free and paid apps are available. I recommend an app called TinyScan Pro because it allows you to collate pages together. If you do not have a smartphone, the Communication Sciences and Disorders Department in the Human Resources building does have a scanner that you may use, with permission. Contact the department for assistance.

Project 1 – Speech/Language Analyses

For this project, you will be provided with case studies of children. You will be asked to complete a phonetic inventory, transcribe utterances, analyze the information, and make determinations related to qualification of services. In addition to the speech and language analyses, you will be asked to write a three-page paper related to the content – including goals and recommendations for the case study examples.

Analyses will be worth 50 points and the paper (with discussion of case studies and goal recommendations, etc) will be worth 50 points of the total grade for this project. Using strategies discussed in class and prior clinic, you will analyze the speech and language sample by transcribing it phonetically and calculating a Percentage of Consonants Correct (PCC). The transcription can be either handwritten or typed (you can type it via word document and IPA symbols). If you choose to type the document, there is a website that can help you with special characters (www.typeit.org). The website has a full listing of all IPA symbols that can be added and then copied/pasted in a word document. Typed or handwritten phonetic transcriptions should include the actual orthographic text (the words a child said) on top of the IPA version and organized by utterance. A sample transcription is presented on the subsequent page.

Sample phonetic transcription of a child’s utterance:

Orthographic text: “Girl getting cookie.” “Girl wake up.” (DO NOT count the letters on this line!)

Phonetic (Typical) /gɹɫ ɡɛdɪŋ kʊki/ /ɡɹɫ ˌwek ʌp/ (Count the consonant phonemes as total)

Child Production [ɡɅ ɡɛdɬ kuki] [ɡɅ weɬ] (Count the correct consonant phonemes)

Phonetic symbols were discussed in the phonological disorders course and will be reviewed. Each transcribed line should have the orthographic text, following by the phonetic transcription of what you would expect (correct version of the transcription), and then the phonetic transcription of what the child actually said.

Please follow the following format for calculating MLU and other analyses (on the orthographic text line of your sample):

1. The cookies fell on the floor. (7 morphemes)
2. The girl went to the kitchen. (6 morphemes)
3. the dog woke up. (4 morphemes)
4. She came back. (3 morphemes)

*Calculate total Mean Length of Utterance (MLU) at the bottom of the language sample.

Each utterance should be on a separate line and you should number your utterances (e.g., 1., 2., 3., 4…). Once you have written the sample in that format, you will want to count the morphemes for each utterance and put that number next to the utterance. Follow the guidelines for counting morphemes that are provided in class and consider Brown’s guidelines in order to analyze it according to MLU, morphological development, and syntax level.

PPT slides for analysis are available under content on Brightspace/D2L but you also can use the following resources that are helpful:
Here is one more worksheet to help you practice:

https://homepages.wmich.edu/~hillenbr/204/morphemeexercise.pdf

You can also find some great info on www.asha.org, including guidelines for language sample analysis, MLU, morphological development, and syntax. Note: you can do a Google search and type in MLU analysis how to, MLU examples, etc., to find more information related to completing a language sample. Use internet resources to your benefit in order to expand your knowledge on how to collect and analyze a language sample.

Follow the guidelines that have been provided with the information above. Once you have written the language sample, use Brown’s guidelines (provided in class and also in the website above) and analyze the sample according to MLU, morphological development, and syntax level (all from Brown’s guidelines). Analyze the sentence structure of the samples and make treatment recommendations related to each case study. Upload a scanned copy of your samples to Dropbox on Brightspace/D2L for my review. You can download different apps on your phone that will use your phone flashlight button as a scanner. One example is Tinyscan Pro. There are others you may decide to use as well. A scanner app on your mobile device much easier and faster than scanning on a printer. It will automatically collate and save your document as a pdf, in most cases, and you can email the documents directly to yourself, save them on your laptop, and upload them with ease to Dropbox for the course.

Project 2 – Language Intervention Demo and Handout. For this project, you are asked to find journal articles (research studies or literature reviews) and/or other materials related to an evidence based language intervention and specific population. There should be a minimum of five acceptable references. Acceptable references (in order of quality) are listed here:

- Data-based research articles published about the approach
- Data-based chapters about the approach (e.g., book reference)
- Data-based research presentations (posters and handouts) from conferences (e.g., those available on the ASHA website)
- Comments on the techniques in books
- Websites that offer comprehensive information

You will do a brief (less than 5 minutes) demo of the approach in class. For the demo, your grade will be based on your ability to engage your classmates, the accuracy of the demonstration/content, and delivery style (vocal delivery, eye contact, etc.). You will want to take notes during the demonstrations as content will be fair game for exams. You will also post a handout for classmates that is at least two pages and includes the following:

1. A summary of the assessment/intervention approach
2. When can we use the approach?
3. Pros/cons found within the research
4. Your Specific population you chose and background information
5. How the approach may be used with your specific population in mind
6. Your personal opinion about the quality of the articles and evidence
7. References for the article (APA format)

*Note – Please be careful as you summarize the content for the handout and make sure to put it into your own words whenever possible. Quality over quantity but do make sure you answer each of the questions above thoroughly. Handouts will be grades based on content provided, incorporation of technique AND specific population, APA citation rules, and reference list.*
Citing in APA format. Cite the article following APA guidelines*. You can find these posted online, but your citation should be similar to the following example:


In the above example, "15" is the volume number and 22-32 are the page numbers. Make sure you follow the rules for capitalization of the title of article and journal reference. First word of the title gets capitalized, as well as any word that occurs after a comma or colon or any formal word that would be capitalized (e.g., words like English, United States). Also note italicization of journal name, etc.

*NOTE: Use caution with online APA format generators. These websites can oftentimes leave out critical information. When in doubt, take a look at the reference list on the last few pages of your articles. Chances are you will find the correct formatting there.

**Articles must be from journals published within the past 25 years (last 5 years preferred).** For this project, please choose a language topic and find an article associated with that topic. You are encouraged to find articles that are published in ASHA journals. These journals include the following:

Journal of Speech-Language-Hearing Research; American Journal of Speech-Language Pathology; Language, Speech, and Hearing Services in the Schools

There are other journals that offer great resources for topics in language development. As a student at SFA, you have online access to all of the ASHA journals as well as these other journals, with full-text and PDF options available to download the articles on your laptop/computer. Please visit the following website to access e-journals through SFA: [https://libguides.sfasu.edu/az.php#/?_k=t4b6wa](https://libguides.sfasu.edu/az.php#/?_k=t4b6wa).

The above website takes you to the Ralph W. Steen Library A-Z Database List. This is a list of online resources available to you as a student at SFA. Once you access the above A-Z Database List, look for the following search engines in the list:

- ERIC (EBSCO)
- ERIC (Institute of Education Sciences)
- JSTOR
- MEDLINE
- OpenAIRE
- PsycINFO
- PubMed
- Sage Premier

You may need to enter your SFA credentials (username and password) to access the databases above. Once you log in, choose a database from the list above (or more depending on the area of interest) and type your key words in the search engine on the database website. Once you have typed in your key words, available articles should populate and you can review the selections and access full-text or PDF copies. If you are unable to get access to an article or if you receive a message that asks you to pay, please **DO NOT PAY** for the article. Contact the help center at the library and make sure you are following the correct instructions for access: [https://library.sfasu.edu/help#/?_k=44ekcu](https://library.sfasu.edu/help#/?_k=44ekcu).

**Intervention Approaches (Choose One – First come, First Serve – Discussion Post):**
- Zone of Proximal Development and Teachability
- Clinician-Directed Approach
- Drill and Modeling
- Indirect Language Stimulation
- Self-Talk and Parallel Talk
- Facilitated Play
- Imitation, Expansions, and Extensions
- Incidental Teaching
Modeling Pretend/symbolic Play
Whole Language Approach
Vertical Structuring
Milieu Teaching
Lovaas Therapy
Pivotal Response Treatment (PRT)
Script Therapy
Structured Play
Self-Monitoring
Fast ForWord Therapy
Transition Planning and Goals (Youth – Post Secondary)
Parent (Relationship-Based) Involvement in Therapy
Sensory-Based Interventions
Peer Mediated Involvement in Therapy
Intermittent or Delayed Reinforcement
Activity-Based Language Intervention
Language-Based Classroom Intervention
Sequential Modification
Functional Communication Training
Recast Sentences
Discrete Trial Training (DTT)
Focused Stimulation
Using Conversation and Narratives
Build-ups and Break Downs
Narrative Interventions
Modifying Linguistic Signal (rate, repetition, reinforcement)
Language Lab
Video Modeling
Literacy Strategies for Pre-K
Literacy Strategies for Kinder and 1st Grade
Home Education Plan for Caregivers
Augmentative and Alternative Communication (multiple – choose one device)
Apps for Language Intervention (multiple – choose one app only)

**Specific Populations (choose one to incorporate into your intervention topic above):**
Selective Mutism
Autism Spectrum
Down syndrome
Fetal Alcohol Syndrome
Attention Deficit/Hyperactive Disorder
Auditory Processing Disorder
African-American English vs. Standard American English
Language influences (e.g., Spanish-Influenced English; Vietnamese-Influenced English)
Other (choose another population as desired)

**Project 3 – Multi-Perspective Identity Paper/Video**

For this project, you will review content and modules related to multiculturalism and multi-perspective identity that will be posted on D2L/Brightspace. Considering your own backgrounds and experiences, you will write a 3-page paper (with at least 2 citations and references in APA formatting) about your personal perspective and how your experiences have influenced your understanding of multiculturalism and how they may or may not have an impact your work as an SLP. In addition, you also will study one area related to multiculturalism and identity and write about that population and how they may or may not be affected by certain practices in the profession, ways to provide comprehensive assessment, and intervention considerations. The other option would be to record a 5-minute Video of yourself answering the questions.
above. For this option, you would include 5 PPT slides with the citation information that would have been included in the paper. Be thinking about your potential topics and we will discuss ideas in class. ASHA information should be reviewed and discussed, including challenges and controversies related to the profession. More information and instructions will be provided in class. Suggestions for topics to study related to multiculturalism will be discussed in class.

**Instructional Strategies:**

Each ZOOM synchronous class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly encouraged. Please be an active consumer of this course. Read required chapters and peer-reviewed publications ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study area. This course will employ aspects of distance learning technology which will include video presentations and correspondence online.

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open-door policy. I will be available to discuss any issues/concerns via email, phone, and ZOOM. If you are in need of help with subject material, please do not hesitate to contact me as soon as possible so we can discuss strategies to help you succeed in the course.

You may contact me via my email: prezasrf@sfasu.edu, ZOOM (by appointment), Skype (raul.prezas), or phone: 817-907-2670 (Cell). I also will be using “GroupMe” for this course and that would be the fastest way to message me (preferred method other than email). I do check my email regularly and receive email notifications on my phone as well.

**IV. Evaluation and Assessments (Grading):**

**Class requirements.** Class requirements include a study of the text and:

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>50</td>
</tr>
<tr>
<td>Participation – Assignments</td>
<td>50</td>
</tr>
<tr>
<td>Project 1 – Speech/Language Analyses</td>
<td>100</td>
</tr>
<tr>
<td>Project 2 – Language Intervention Demo/Handout</td>
<td>100</td>
</tr>
<tr>
<td>Project 3 – Multi-perspective Identity Paper/Video</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1 – Normal Language Development</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2 – Language Disorders Assessment/Tx</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam – Take Home (Comprehensive)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

**Letter Grade Conversion* **

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, Exceptional</td>
<td>89.5-100%</td>
</tr>
<tr>
<td>B, Good</td>
<td>79.5-89.49%</td>
</tr>
<tr>
<td>C, Minimally Acceptable</td>
<td>69.5-79.49%</td>
</tr>
<tr>
<td>D, Poor-Not Acceptable</td>
<td>59.5-69.49%</td>
</tr>
<tr>
<td>F, No Credit</td>
<td>0-59.49%</td>
</tr>
</tbody>
</table>

*Letter Grade Conversion. Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., **89.50 – 89.99**), I will round your grade up to the next letter grade. I **WILL NOT** round your grade if you receive a .4 or lower in the course (e.g., **89.0 – 89.49**). No exceptions.*
Exam grades will only be rounded if there is a 8-point or more discrepancy from a score of 100 and the highest earned score on an individual student’s exam for that particular assessment. Questions on exams will be related to all course material, including assigned readings, PPTs, lectures, discussion posts, etc. It is your responsibility to keep track of course content. Moreover, it is highly recommended that you study for each exam as if it was a face-to-face exam.

*You can keep track of your grades for this course online. Your grades can be accessed from your student account at MySFA. If you have questions on how to access your grades online, please contact me by phone, email, or text.

If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

**Grade Calculation.** You can keep track of your progress in this course with the following equation:

\[
\frac{\text{(Points earned to date)}}{\text{(Points possible to date)}} \times 100 = \text{(Grade)}
\]

**Extra Credit.** Extra credit opportunities will be offered through bonus questions on examinations and/or book chapter quizzes posted on D2L. These points will be added to your overall grade, which you will ultimately divide by 650 (Exam grades + Project Grades + Extra Credit Points / 650 = your final grade). If you have any questions related to your grade at any time, please do not hesitate to ask. The professor reserves the right not to award bonus points in any given semester.

**Late Work.** No late work will be accepted without permission by the instructor. For each day that an assignment/project is late, 10% of the grade will be deducted. If you are unable to attend the scheduled date for the midterm or final, prior approval MUST be granted. If you are ill when an exam is scheduled, be sure to leave a message via phone or email PRIOR TO the exam window or within the first three days of the launching of an exam – indicating your situation. Without prior notice, students WILL NOT be able to make-up a missed exam.

**Personal Note.** As your instructor, I am aware that the current climate is such that, in some cases, you may be unable to participate live during synchronous sessions. I will do my best to accommodate you and ask, in return, that you do your best to be an active consumer of the course. Make sure you keep an open line of communication with me regarding your individual circumstances. Together, let’s make this course as impactful for you as we can!

I am committed to the success of each student in my courses. I want to see you all not only succeed in the course, but also master the material. My goal is that you leave this class feeling fully competent in language disorders and multiculturalism. As a result, you will school your peers at other universities and in future clinical as you become a licensed speech-language pathologist.

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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W1: Aug 25</strong></td>
<td>Review of Syllabus; Typical Language Development Assignment 1 – Syntax/Grammar - Due 8/31/21</td>
<td>D2L Resources PPTs and Web Content</td>
</tr>
<tr>
<td><strong>W2: Sept 1</strong></td>
<td>Typical Language Development Finalize Topics for Project 2 Discussion 1 – Due 9/5/21</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td><strong>W3: Sept 8</strong></td>
<td>Informal Assessment/Play-Based Information Discussion 2 – Due 9/12/21</td>
<td>PPTs and Web Content</td>
</tr>
</tbody>
</table>
| W4: Sept 15 | Language Development and Theories  
Principles of Assessment  
Discussion 3 – Due 9/19/21 | Speech/Lang Analysis  
PPTs and Web Content |
| W5: Sept 22 | Language Assessment Practices  
Project 1 Due 9/28/21 | Speech/Lang Analysis  
PPTs and Web Content |
| W6: Sept 29 | Language Assessment Practices  
Assignment 2 – Book Questions Due 10/3/21 | PPTs and Web Content |
| W7: Oct 6 | Literacy and Other Considerations  
Goal Writing  
EXAM 1 Opens 10/4/21 | PPTs and Web Content |
| W8: Oct 13 | Pre-Linguistic/Developing Language; Language Learning  
Project 2 Demo/Handouts Due 10/12/21 | PPTs and Web Content |
| W9: Oct 20 | Interventions for Special Populations  
Project 2 Demonstrations | PPTs and Web Content |
| W10: Oct 27 | Multi-Perspective Identity Discussion  
EXAM 2 opens 10/5/21 | PPTs and Web Content |
| W11: Nov 3 | Multicultural Populations and a Pluralistic Society  
Assignment 3 – Language Terms Due 11/7/21 | PPTs and Web Content |
| W12: Nov 10 | Speech and Language Development of CLD Populations  
Discussion 4 Due 11/16/21 | PPTs and Web Content |
| W13: Nov 17 | Interviewing/Dynamic Assessment  
(ZOOM Lecture Online – No Class: ASHA Convention) | PPTs and Web Content |
| W14: Nov 24 | NO CLASS – University Break | |
| W15: Dec 1 | Intervention strategies for CLD Populations  
Project 3 Paper or Video DUE 12/5/21 | PPTs and Web Content |
| W16: Dec 6 | FINAL EXAM OPENS | (Take Home) |

*Course outline and content subject to change. Any changes/modifications made will be discussed in class at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).

VI. Readings (Recommended—including texts, websites, articles, etc.):


Battle, D.E. Communication disorders in multicultural and international populations.

Assigned Chapters, Journal Articles (i.e., ASHA: Speech-Language Pathology at [www.asha.org](http://www.asha.org)), Test Manuals, and online websites
**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 this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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 ratings 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:**

**Attendance Policy:**

Courses in the major are the final preparation before students become SLPAs or enter graduate level study. As such, students should consider class attendance to be similar to attendance in a professional setting. It is mandatory. If, for some reason, you are unable to attend class, it is expected that you will notify the instructor PRIOR TO THE MISSED class session. Phonetext, email, and voicemail are acceptable forms of communicating a missed class period.

**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.
Academic Integrity:

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.

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 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 (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 or 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 when, in fact, it is at least partly the work of another; (2) submitting a 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/academic_integrity.asp

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

Disruptive Behavior -- 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. 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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in face-to-face classes and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, 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 religious events, please let me know so that we can make arrangements for you.

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.

Perfectionism Clause (from Kelly Farquharson, PhD, CCC-SLP)

“Perfectionism is self-destructive simply because there's no such thing as perfect. Perfection is an unattainable goal.”
— Brené Brown, The Gifts of Imperfection

Here are 10 alternative goals you could consider instead:

1. Bring yourself, exactly as you are, to everything you do as an SLP. Start now as a student. No one will be able to be an SLP the exact way that you are.
2. Ask questions when you don’t know something. We all know you’re here to learn and that the information is new, complex, and sometimes overwhelming. The best clinicians ask questions in graduate school and never stop. Being open to feedback will be a key to success here.
3. Fully invest in being a lifelong learner. View this journey of graduate school as the beginning of your learning journey. Things will change, new research will emerge, new policies will be adopted, you will move, clients will present you with new challenges, new populations/diagnoses will appear, your life structure will change - and you will be much better prepared to handle these things if you’ve already accepted that your job as a clinician is to continue to learn.
4. Be okay with not knowing. Everybody feels this way about certain ways and at certain times. No one is immune. See #2 and #3 above for strategies to deal with this.
5. Adopt a philosophy akin to Maya Angelou’s “do the best you can. Then when you know better, do better”.
6. Ensure that your clients know that you care about them and their goals. The rest will follow.
7. Accept that your best work won’t always result in the outcome that you’re looking for. That doesn’t mean it wasn’t your best work and that doesn’t mean you should stop pushing to improve.
8. Work on becoming a really good listener. Start with your peers. The clients and families you work with will appreciate this skill and ultimately, you will develop better treatment plans because of it.
9. Remember and deeply internalize the idea that being successful at something takes time. A lot of time. It’s called clinical “practice” for a reason.

“Healthy striving is self-focused: “How can I improve?” Perfectionism is other-focused: “What will they think?”
— Brené Brown, The Gifts of Imperfection

Student Support

Emergencies; Traumatic Events:
If you have experienced any of the following in the past, or are experiencing any of the following currently, please know that you are not alone:

- Sexual assault
- Intimate partner violence
- Stalking
- Sexual harassment
- Other traumatic experience

We are a family here at SFA and it is my responsibility as your professor to do my best to get you connected with the services you might need. It doesn’t matter if it is something that occurred many years ago or is recent, there are resources available to you at no cost or significantly reduced cost. Services can be provided in person and also through ZOOM.

If you are having a crisis and need assistance, please call:
911 or local hospital
National Suicide Prevention Hotline: 800-273-8255; 800-273-TALK or 800-SUICIDE
Burke 24-hour Crisis Line (Local Mental Health Authority): 800-392-8343
The Trevor Project (LGBTQ+ sensitive) 24/7 Hotline: 1-866-488-7386 and/or TrevorText (text START) to 678678
Crisis Text Line by texting HELLO to 741-741
Veterans Crisis Line: 800-273-8255 (press 1)
Trans-Hotline: 1-877-565-8860

Human Services Counseling Clinic (HSCC) http://www.sfasu.edu/humanservices/
The SFASU Counseling Clinic is a service provided by the Department of Human Services Counselor Education Programs located on the SFASU Campus in Human Services Building, Room 202. If you have questions or concerns, the HSCC can be reached by phone between the hours of 8am and 6pm Monday-Thursday at 936-468-1041. In response to the COVID-19 viral pandemic, the HSCC has temporarily waived all clinic fees.

Veterans Resource Center http://www.sfasu.edu/vrc/
Located on the first floor of the Student Center cafeteria: 936-468-6494. They are open Monday through Friday, 8am to 5pm and provide a comprehensive list of services, which include counseling services. Email: SFAVeterans@sfasu.edu

Family Crisis Center https://www.familycrisiscenterofeasttexas.com/sfasu-campus-office/
The Family Crisis Center of East Texas has partnered with SFASU for an on-campus outreach office - Located on the third floor of the McKibben Education Building, Suite 304: 936-468-SAFE (7233). They provide confidential services and support for victims of domestic violence and sexual assault. Includes services for personal advocacy, safety planning, legal advocacy, sexual assault advocacy, counseling, child advocacy, self-sufficient advocacy.

Rusk Counseling http://www.sfasu.edu/counselingservices/
Counseling services for all students – offers distance counseling. Located on the 3rd floor of the Rusk Building: 936-468-2401; email: counseling@sfasu.edu. Office hours are Monday through Friday from 8am to 5pm. Includes all counseling services (bilingual English-Spanish services also available).

As your professor, I am here for you and want you to get the help you need. If you would like to contact me and discuss anything, please do not hesitate to do so. If you tell me of an incident or situation whether past or present that falls under circumstances related to physical, sexual, emotional violence, I may be required (dependent on incident) to report it to
Title IX office on campus. It does not go against you, it’s confidential, and your protection is of utmost importance. They simply reach out to you in an email to see if you need any support and you decide whether to take it from there.

Bottom line... Talk to someone. Get the help that you need! And, there is no shame in getting help!

Caregivers Note
Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time (Adapted from Heather Olson Beal)

- Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
- Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
- **Do not take any photos, audio, or video of any children on screen.** Students who do so are subject to censure.
- All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
- Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.