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 are also included. Students must obtain a minimum of a B in this course to gain acceptance into the CSD program. CSDS 2300 “Introduction to Communication Disorders” (3 credits) typically meets twice a week in 75-minute segments for 15 weeks. 5 hours of observation at the Stanley Center for Speech and Language Disorders are required and applied to Texas SLP license requirements. For the Fall 2023 semester, this course will meet face to face.

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 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 exams:

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 an understanding of the process of assessing and treating 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 OUTCOMES (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 80% accuracy on exams.
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 80% accuracy on exams.
3. The student will identify developmental milestones for communication as evidenced by obtaining a minimum of 80% accuracy on exams.
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 80% accuracy on exams.
5. The student will identify conditions that may cause communication disorders as evidenced by obtaining a minimum of 80% accuracy on exams.

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 SFASU supervisors. You will maintain professional conduct in the clinic AT ALL TIMES (including dress code). 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 SFASU 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 November 30, 2023. 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. November 30, 2023 your final grade will be dropped by one letter grade. All observation forms MUST be submitted to the program office (Rm. 205). Late submissions will not be accepted and will be considered incomplete resulting in your final grade being dropped one letter grade.

CLASS LECTURES: The majority of the class lectures will be accompanied by Power Point slides. The instructor will post slides 24 hours prior to class time on 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 (Grading):

EXAMINATIONS (SLO 1-5): There will be 4 exams. Each exam is worth 100 points. Exam scores account for 76% of your final grade (400 of the possible 525 points that can be earned in this course). The final examination WILL NOT be comprehensive. All examinations are comprised of true/false and multiple-choice questions. Exams will cover the material presented in the lecture and corresponding textbook chapters. 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. Please refer to the “ATTENDANCE” section below for information on how to submit absences to the Dean of Students Office.

QUizzes (SLO 1-5): Five (5) quizzes will be given throughout the course of the semester. Each quiz is worth 25 points. Quiz scores account for 24% of your final grade (125 of the possible 525 points that can be earned in this course). The quizzes will allow a student to demonstrate the knowledge gained from readings and lectures. 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
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. A seating chart will be created on the second class day. Students should sit where they would like to be for the entire semester the second day of class when the chart is created. The instructor will use the seating chart at the beginning of each class to monitor attendance and participation.

Changes to faculty notification requests, formerly known as "Absence Notifications" for students, became effective Aug. 1, 2023. Below, you will find the process in which students can submit absences and how the Dean of Students Office will handle these requests moving forward.

Purpose: This serves to formalize a process for student absences that meets requirements set forth by the institution and supports students who may have missed classes for specified reasons.

Qualifying reasons are unplanned absences that have impacted a student’s ability to attend class. This must be submitted no later than 10 business days after the incident. Qualifying reasons will fall into the following four categories:

- Death of family member*
- Hospitalization — admitted into the hospital for health purposes (medical or mental)
- Personal emergency — this can include car accidents or drastic life events, such as a fire*
- Administrative and other — this can include jury duty, court subpoena, etc.

*Other situations may be considered at the discretion of the Dean of Students Office.

Additionally, requests must be accompanied with appropriate documentation, which includes, but is not limited to death certificates, obituaries/programs (with listed name), medical discharge documents, a subpoena, a jury summons, or a police report from an accident.

Some reasons for being denied a faculty notification request may include, but are not limited to illness, traffic court, oversleeping, physician’s appointment, car trouble, or an emergency room visit (non-admittance).

Process:

1. Students are responsible for submitting faculty notification requests and providing supporting documentation substantiating the reason for requests. Requests with no supporting documentation will automatically be denied.
2. SFA's Student Outreach and Support will review documentation and assess validity. Upon review, SOS will determine the approval or denial of the faculty notification request.

3. SOS will notify students of the faculty notification request determination and will notify faculty members only of approved faculty notification requests.

4. It is the student’s responsibility to provide approved faculty notification requests to faculty members. Additionally, it is at the faculty member's discretion to honor approved circumstantial requests.

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

*** An A or B is required in this course to continue in CSD undergraduate program.

V. Tentative Course Outline/ Calendar:

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction to Course/Review Syllabus</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Communication and Its Disorders</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/5</td>
<td>A Profile of SLPs and Audiologists</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>9/7</td>
<td>The Professions: Education and Organizations</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>9/12</td>
<td>Quiz #1: Anatomy &amp; Physiology of Speech and Language</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>9/14</td>
<td>Anatomy &amp; Physiology continued</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>9/19</td>
<td>REVIEW for EXAM 1</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>EXAM #1</td>
<td>Chapters 1, 3, 4, 15</td>
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<tr>
<td>9/26</td>
<td>Articulation and Phonological Disorders</td>
<td>Chapter 5</td>
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<td>9/28</td>
<td>Articulation and Phonological Disorders continued……..</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10/3</td>
<td>Quiz #2: Language Acquisition &amp; Disorders in Children</td>
<td>Chapter 6</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
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<tr>
<td>10/5</td>
<td>Special Topics in Speech-Language Pathology (Out of Class Assignment)</td>
<td>Chapter 11</td>
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<tr>
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<td>NO CLASS..independent work day</td>
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<tr>
<td>10/10</td>
<td>Literacy &amp; SLP</td>
<td>Chapter 12</td>
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<tr>
<td>10/12</td>
<td>Review for EXAM #2</td>
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<td>10/17</td>
<td><strong>EXAM #2- Midterm</strong></td>
<td>Chapters 5, 6, 12, 11</td>
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<td>10/19</td>
<td>Audiology: Hearing and Its Disorders</td>
<td>Chapter 13</td>
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<td>10/24</td>
<td>Quiz #3; Audiological Rehabilitation and Education continued</td>
<td>Chapter 14</td>
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<tr>
<td>10/26</td>
<td>Fluency and Its Disorders</td>
<td>Chapter 7</td>
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<tr>
<td>10/31</td>
<td>Fluency and Its Disorders continued/ Review for EXAM # 3</td>
<td>Chapter 7</td>
</tr>
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<td>11/2</td>
<td><strong>EXAM # 3</strong></td>
<td>Chapters 13, 14, 7</td>
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<tr>
<td>11/7</td>
<td>Voice and Its Disorders</td>
<td>Chapter 8</td>
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<td>11/9</td>
<td>Cleft Palate &amp; Communicative Disorders</td>
<td>Chapter 9</td>
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<tr>
<td>11/14</td>
<td>Quiz # 4; Cleft Palate &amp; Communicative Disorders continued</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>11/16</td>
<td>Medical Speech Language Pathology</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td>THANKSGIVING BREAK</td>
<td></td>
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<tr>
<td>11/28</td>
<td>Medical Speech Language Pathology continued</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>11/30</td>
<td><strong>Observation hours due by 5 pm 11/30/23</strong></td>
<td>Chapter 10,11</td>
</tr>
<tr>
<td>12/5</td>
<td>Quiz #5; REVIEW for FINAL EXAM</td>
<td>Chapters 8, 9, 10</td>
</tr>
<tr>
<td>12/7</td>
<td><strong>FINAL EXAM (Exam # 4)</strong></td>
<td>Chapters 8, 9, 10</td>
</tr>
<tr>
<td>Week of 12/11</td>
<td>Make up quizzes, exams, meet with instructor if needed</td>
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</tbody>
</table>

VI. Readings:

**Required:**

- Introduction to Communicative Disorders, 5th edition by M.N. Hegde

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Direct feedback is valuable and guides teaching. It is considered when evaluating the relevance of course assignments and content learning. 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 (full time and part time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Feedback on the teaching itself and the content/assignments is valuable. 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy Information

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

If a student is caught cheating or engaging in collusion, they earn a 0 on the quiz, exam, or project for which the violation occurred. The Dean of Students office located on the 3rd floor of the Rusk building (936 468 7249) will be promptly notified by Mrs. Holloway. The process outlined by the Dean of Students Office for the grade change will be followed.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
To obtain disability related accommodations students must contact the Office of Disability Services (936-468-1004).

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7
Please refer to “Attendance” in section IV above for information specific to this course.

Code of Student Conduct and Academic Integrity, Policy 10.4
Students should come to class prepared to learn and participate. If a student’s behavior is distracting to either the instructor or classmates they will be asked to leave the room promptly and their absence for that day will be unexcused. Distracting behavior includes sleeping, texting, talking, laughing, whispering, or use of a computer or device for anything other than lecture related material during class time.

***Other SFA Policy Information

Resources
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Additional Information Specific to Educator Preparation

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 SFA.

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 quiz/exam.

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