Instructor: Kristin Holloway MS, CCC/SLP  
Office: Human Services 205K  
Office Phone: 468-1337  
Email: Kristin.Holloway@sfasu.edu; kristin_holloway17@yahoo.com  
Credits: 3 hours

Prerequisites: Acceptance into the communication sciences and disorders undergraduate program.

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 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 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 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.

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. Exams are 55% of your final grade (300 of a possible 550 points) 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. Please refer to the “ATTENDANCE” section below for information on how to submit absences to the Dean of Students Office.

JOURNAL ARTICLE QUIZZES (SLO 5): Three journal articles will be studied during the course of the semester. Each journal article quiz is worth 50 points. Journal article quizzes are 27% of your grade (150 of a possible 550 points). 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 of 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. Please refer to the “ATTENDANCE” section below for information on how to submit absences to the Dean of Students Office.

CAAP PROJECT (SLO 4): The CAAP project is worth 100 points. The CAAAP project is 18% of your final grade (100 of possible 550 points).
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.

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.
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)
(Points possible to date)

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

V. Tentative Course Outline/Calendar:

August 29  Course Overview & Syllabus  Syllabus
August 31  Speech Development  Ch. 4
September 5  Anatomy & Physiology of Articulatory System  Ch. 3
September 7  Etiologies of Articulation & Phonological Disorders  Ch. 5
September 12  Articulation Disorders  Ch. 5
September 14  Articulation Disorders  Ch. 5
September 19  Phonological Disorders  Ch. 5
September 21  Articulation & Phonological Test Administration; CAAP Assign group project
September 26  CAAP continued if needed; Quiz 1; journal article discussion
September 28  Motor Speech Disorders  Ch. 6
October 3  Motor Speech Disorders  Ch. 6
Multicultural Issues/Emotional Social Effects  Ch. 5
October 5  No class- CAAP group project & Study!
October 10  Exam Review; DUE: CAAP Project
October 12
October 17  Foundational Information about Stuttering  Ch. 12
October 19  Foundational Information about Stuttering  Ch. 12
October 24  Evaluation of Fluency  Ch. 12
October 26  Treatment of Stuttering  Ch. 12
October 31  Treatment of Stuttering; Quiz 2  Ch. 12
November 2  journal article discussion & Exam Review
November 7
November 9  Voice: Anatomy & Physiology of the Respiratory and Phonatory Systems  Ch. 13
November 14  Voice Disorders  Ch. 13
November 16  Voice Evaluation  Ch. 13
THANKSGIVING BREAK
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November 28  Voice Therapy  Ch 13
November 30  Quiz 3; Voice Therapy continued
December 5  Comprehensive final exam-Review
December 7  Comprehensive Final Exam
Week of Dec 11  Finals week- make-up/missed exams or quizzes; conferences
VI. Required Textbooks/readings
**Journal articles may require purchase. I will post the link to each article 2 weeks prior to the quiz.

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
donos@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)
• johCrisis Text Line: Text HELLO to 741-741

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.