Spring 07 11-8

11-15-06

UTD **UTD Concurrent Course Approval Form**

School: Behavioral and Brain Sciences

Instructor's Name: Michelle Aldridge

Semester: Spring 2007
NOTE: Approval in one semester does not imply approval in subsequent semesters so that the above process must be repeated anew each time a unit wishes to teach undergraduate and graduate courses together.

Courses:
UNDERGRADUATE

Course Name: Articulation Disorders Course Number SPAU 3340
Syllabus attached: Yes X No
GRADUATE

Course Name: Articulation and Phonologic Disorders Course Number COMD 6319
Syllabus attached: Yes X No

Narrative: (Outlining the circumstances necessitating such scheduling and explain briefly how the content and assignments in your concurrent courses differ for graduates and undergraduates)

The course in Articulation Disorders provides an overview of the causes, symtomatology, evaluation and treatment of articulation and phonological disorders in children. Even though all students in the course are expected to describe the nature of these disorders and to apply that knowledge to real-life cases, the graduate students are expected to be able to perform a higher level of analysis. In addition to learning correct professional writing style of assessment and intervention data, graduate students are expected to assess which methods of assessment and intervention may be most appropriate for a given case and be capable of defending their conclusions. The graduate students are graded on a more advanced rubric than undergraduates for written assignments and a project. While undergraduates are expected to accurately analyze the data and compose behaviorally-stated goals for case studies, the graduate level of analysis is expected to go much deeper. To prepare them for more advanced level of understanding of these disorders, graduate students are assigned extra reading assignments that present advanced level information on assessment and treatment of articulation and phonological disorders. Graduate students are expected to compare and contrast which theories and methods of intervention would be most appropriate for a given case and are expected to provide written support for their conclusions. They are also evaluated on how well they prioritize their hypothesized treatment procedures and goals for maximum efficacy, and how well they defend their decisions.

Approval Signatures:

1) Dean of School Bert S. Moore Date: 10/30/06
2) Dean of Undergraduate Studies Date: 11-6-06
3) Dean of Graduate Studies Date: 11/10/06
4) Office of the Registrar Date:
5) The Office of the Provost and Executive Vice President Date: 11/13/06

NOTE: Please route this form according to the above sequence

RECEIVED IN
NOV 15 2006
UTD
REGISTRAR'S OFFICE

Articulation and Phonological Disorders: Course Syllabus

Course Information:
Articulation and Phonological Disorders
COMD 6319 Spring 2007
Wednesday 2:30-5:15
Location: Green Hall 4.428

Professor Contact Information
Michelle Aldridge, PhD, CCC/SLP
214-905-3142
aldridge@utdallas.edu
Office: Callier Dallas A107

Office hours: By appointment
Email is the fastest, most reliable way to reach me

Course Pre-requisites, Co-requisites, and/or Other Restrictions
Phonetics-SPAU 3343. There may be exceptions to this. A general working knowledge of the IPA is needed in this course.

Course Description

This course is designed to give students a basic foundation in the assessment and treatment of articulation and phonological disorders in children. Students will initially learn foundation material, such as characteristics of the speech sounds of English and normal acquisition of speech production skills in childhood. Students will learn about various aspects of articulation and phonological disorders, such as variables that are associated with the disorders, the role of dialects, and the differences between the different kinds of speech production disorders. Students will learn about the different methods of assessment for the disorders. The concepts and principles of intervention will be presented, as well as specific approaches and techniques for the remediation of the disorders.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B, III-C, III-D, III-E, III-F, III-G, III-H, IV-B

Student Learning Objectives

Students will:

1. Identify basic principles of human speech development (Standard III-B)
2. Define terminology related to speech production disorders, specifically concerning articulation and phonological disorders (Standard III-C)
3. Describe basic principles of evaluating and assessing individuals with articulation and phonological disorders (Standard III-D)
4. Identify basic standards of ethical conduct within the fields of Audiology and Speech-Language Pathology (Standard III-E)
5. Describe processes used in research and the integration of research principles into evidence-based clinical practice (Standard III-F)
6. Discuss contemporary professional issues (Standard III-G)
7. Identify professional credentials (Standard III-H)

Required Textbooks and Materials

1. **Assessment and Treatment of Articulation and Phonological Disorders in Children** (2000) by A. Pena-Brooks and M.N . Hegde. Available at the UTD bookstore and at Off Campus Books.
2. A packet of Xeroxed readings available **ONLY at Off-Campus Books**, which is located east of the campus on Campbell, in the shopping center next to Braum's. This packet contains required "handouts", reference material, and chapter selections. I frequently refer to it in the course of my lectures, so it would be wise for students to bring the packet to class.

Class materials, handouts, power point handouts, etc...
will be found online on **Blackboard**. The site is blackboard.utdallas.edu. Log in and select this class. The BB administrators will be making an account for you. You must know your UTD netID. If you experience problems, email them at: bbadmin@utdallas.edu

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Assignments & Academic Calendar
These descriptions and timelines are subject to change at the discretion of the instructor
***Graduate students complete extra reading assignments that are listed on this syllabus, but not the SPAU syllabus**

***If we fall behind on this schedule: on the Exam, you will only be tested with respect to what we have covered in class up to that point in time**

DATE	Topic	Required Reading	What's Happening?
Jan 10	Intro to Artic and Phonological Disorders	CH 1& 2 Basic units No A&P: Read advanced unit Ch1	

17	Cont. & begin Development of Speech Production	Ch 3 Basic unit	
24	Cont...Development of Speech Production	Ch 3 Basic unit	Post Assignment 1
31	Cont. Ch3, start Variables assoc with artic disorders	Ch 4 Basic unit	Assignment 1 due Post Project Materials on BB
Feb 7	Cont. with chapter 4		
14	**EXAM 1**		**EXAM 1**
21	Dialects	Ch 5 Basic unit	
28	Assessment of Artic & Phonolog. Disorders	Ch 6 Basic and Advanced units	
Mar 7	**SPRING BREAK**		**NO Class**
14	Assessment cont.		
21	Assessment Cont, start Intervention	Ch 7 Basic and Advanced units	
28	**EXAM 2**		**EXAM 2**
Apr 4	Intervention –concepts and principles	Ch7 Both units, cont.	Assign 2 posted
11	Therapy approaches	Ch 8, both units Packet: Hodson chapters	Assignment 2 Due
18	Sound facilitation strategies	Appendix M in text Packet: Ken Bleile section	**Project Due**
25	**EXAM 3**		**EXAM 3**

Course Requirements:

Basic Course Policies :

Grading: Your grade will be determined by the following formula:
Exam 1 (25 %) + Exam 2 (25 %) + Exam 3 (25 %) + 2 assignments (10 %) + 1 project - devising a treatment plan (15 %)
Traditional letter grade breakdowns will be used.

Graduate Student Grading of Project and Assignments: Graduate students are graded with a more advanced scoring rubric on these course requirements. Graduate students are expected to integrate and synthesize course material on a more advanced level. For example, graduate students are held to a higher standard in analyzing assessment data and selecting treatment methods and goals. Graduate students are expected to select and defend their selection of treatment procedures with clear rationales.

Late Exams: In the case of emergencies or illness, a late exam may be scheduled without penalty. In the case of a missed exam for other non-emergency/non-health

reasons, points will be deducted from your total grade (5 points per late day) and your exam will be a different format. PLEASE call Dr. Aldridge as SOON as you can in the event that you have to miss a test.

Late Assignments/Projects: Deduction of 5 points off of final grade per late day

Attendance: It is expected that all students will have reasonable attendance. Good attendance is required to do well in the course! In the event of an absence, it is your responsibility to get the notes from a fellow student. I do not give out notes to students. I will, however, provide you with the appropriate missed assignments or handouts.

ASHA Standards Addressed in this Class: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated

Standard III-B
The applicant must demonstrate knowledge of basic human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
Knowledge will be conveyed via class lectures, readings, and videotapes
Acquisition will be demonstrated via class discussion, exams, project, and assignments

Standard III-C
The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. **Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, exams, project, and assignments.**

Standard III-D
The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomic/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
Knowledge will be conveyed via class lectures, readings, discussions, and videotapes.
Acquisition will be demonstrated via required class discussions, exams, project, and assignments.

Standard III-E
The applicant must demonstrate knowledge of standards of ethical conduct
Knowledge will be conveyed via class lectures, readings, discussions, and videotapes.
Acquisition will be demonstrated via required class discussions, exams.

Standard III-G
The applicant must demonstrate knowledge of contemporary professional issues
Knowledge will be conveyed via class lectures, readings, discussions, and videotapes.
Acquisition will be demonstrated via required class discussions, exams.

Standard III-H
The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials
Knowledge will be conveyed via class lectures, readings, and discussions. Acquisition will be demonstrated via required class discussions and exams.

Standard IV-B
The applicant must possess skill in oral and written communication sufficient for entry into professional practice
Acquisition will be demonstrated via required class discussions, exams, project, and assignments.

Students will demonstrate the following skills:

1. Define terminology associated with articulation skill and associated disorders, including phonetic terms and anatomic structures of the speech mechanism (Std IIIC, D)

- As measured by successful completion of Exam I and Assignment 1

2. Describe the course of normal speech production including models of normal speech production, speech production in infancy, anatomical differences in the vocal tracts of infants and adults, stages of early speech production including phonetic characteristics, variability in styles of speech production (Std IIIC)

- As measured by exam I

3. Analyze Phonological Processes: Word/Syllable Processes, Assimilation Processes, Segment Change Processes, Consonant Cluster Processes. Student will differentiate normal use of these processes and how to differentiate this from a phonological disorder. Will also differentiate phonological disorders from articulation disorders (Std III C,D)

- As measured by successful completion of exams 1-3, assignments, and project. Also participation in class discussion of case studies

4. Identify variables associated with articulation/phonological disorders, including anatomic/structural, neurological, physiological, linguistic, and psychosocial bases (Std IIIC, D)

- As measured by successful completion of exams, assignments, and project

5. Identify ethnocultural variables and how they influence speech. Will distinguish between disorders and differences related to dialect. Proficiency in **ethical** management of clients with dialects, including African American English, Spanish-Influenced English, and Asian influenced English (Std III C, D, E, G)

- As measured by successful completion of exams and assignments and contribution to class discussion

6. Analyze assessment data for articulation and phonological disorders, including: (Std D)

Collection of Case History information
Screening and assessment of speech production
Informal and Formal Measures (Elicited V. Spontaneous)
Assessment of connected speech
Assessment of speech in single word production
Assessment of Stimulability
Contextual assessment (phonetic context/deep test)
Normative data use and interpretation
Administration and scoring of common published tests, such as GFTA, KLPA, Arizona, PAT, SPAT

- As measured by successful completion of exam 2-3, assignment 2 and class project

7. Analyze and interpret assessment data for therapy planning, such as calculation of intelligibility, nature of errors, severity of involvement (Std III C,D)

- As measured by successful completion of exams 2-3, assignment 2, project, and class discussion

8. Develop intervention plans based on assessment data, such as therapy approach and style of intervention (Std IIIC, D)

- As measured by successful completion of exams 2-3, assignment 2, project, and class discussion of case studies

9. Compose appropriate behavioral goals, including selection of good treatment targets (Std IIIC,D)

- As measured by successful completion of assignment 2, treatment plan project, and exam 3

10. Choose which approach to intervention is most appropriate, such as traditional motor based, phonologically based, or eclectic (Std IIIC,D)

- As demonstrated by exams 2-3, assignment 2, project, and case studies

11. Describe the traditional articulation approach, using the establishment-generalization-maintenance framework (Std IIID)

- As measured by assignment 2, project, and exam 2-3

12. Describe the phonologically based approach, such as the Cycles approach (Std D)

- As measured by assignment 2, project, exams, and discussion of cases

13. Assess when oral-motor techniques may be appropriate (Std IIID,E)
- As measured by project and exam 3 and discussion of cases

14. Describe strategies to intervene with lateral and frontal lisps (Std IIID)
- As measured by exam 3

15. Describe strategies to elicit correct sound production, via metaphor, description/demonstration, phonetic placement, successive approximations, and oral motor stimulation- for all sounds in the American English phonology (Std IIID)
- As measured by exam 3, project, and class discussion of cases

16. Describe strategies to elicit speech practice from children in speech therapy, depending on age, cognitive level, developmental level, context (individual/group setting) of the client (Std D)
- As measured by project and exam 3

Field Trip Policies
Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student

has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

Articulation and Phonological Disorders: Course Syllabus

Course Information:
Articulation and Phonological Disorders
SPAU 3340 Spring 2007
Wednesday 2:30-5:15
Location: Green Hall 4.428

Professor Contact Information
Michelle Aldridge, PhD, CCC/SLP
214-905-3142
aldridge@utdallas.edu
Office: Callier Dallas A107

Office hours: By appointment
Email is the fastest, most reliable way to reach me

Course Pre-requisites, Co-requisites, and/or Other Restrictions
Phonetics-SPAU 3343. There may be exceptions to this. A general working knowledge of the IPA is needed in this course.

Course Description

This course is designed to give students a basic foundation in the assessment and treatment of articulation and phonological disorders in children. Students will initially learn foundation material, such as characteristics of the speech sounds of English and normal acquisition of speech production skills in childhood. Students will learn about various aspects of articulation and phonological disorders, such as variables that are associated with the disorders, the role of dialects, and the differences between the different kinds of speech production disorders. Students will learn about the different methods of assessment for the disorders. The concepts and principles of intervention will be presented, as well as specific approaches and techniques for the remediation of the disorders.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B, III-C, III-D, III-E, III-F, III-G, III-H, IV-B

Student Learning Objectives

Students will:

1. Identify basic principles of human speech development (Standard III-B)
2. Define terminology related to speech production disorders, specifically concerning articulation and phonological disorders (Standard III-C)
3. Describe basic principles of evaluating and assessing individuals with articulation and phonological disorders (Standard III-D)
4. Identify basic standards of ethical conduct within the fields of Audiology and Speech-Language Pathology (Standard III-E)
5. Describe processes used in research and the integration of research principles into evidence-based clinical practice (Standard III-F)
6. Discuss contemporary professional issues (Standard III-G)
7. Identify professional credentials (Standard III-H)

Required Textbooks and Materials

1. **Assessment and Treatment of Articulation and Phonological Disorders in Children** (2000) by A. Pena-Brooks and M.N . Hegde. Available at the UTD bookstore and at Off Campus Books.
2. A packet of Xeroxed readings available **ONLY at Off-Campus Books**, which is located east of the campus on Campbell, in the shopping center next to Braum's. This packet contains required "handouts", reference material, and chapter selections. I frequently refer to it in the course of my lectures, so it would be wise for students to bring the packet to class.

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Assignments & Academic Calendar
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*****If we fall behind on this schedule: on the Exam, you will only be tested with respect to what we have covered in class up to that point in time**

DATE	Topic	Required Reading	What's Happening?
Jan 10	Intro to Artic and Phonological Disorders	CH 1& 2 Basic units No A&P: Read advanced unit Ch1	
17	Cont. & begin	Ch 3 Basic unit	

	Development of Speech Production		
24	Cont...Development of Speech Production	Ch 3 Basic unit	Post Assignment 1
31	Cont. Ch3, start Variables assoc with artic disorders	Ch 4 Basic unit	Assignment 1 due Post Project Materials on BB
Feb 7	Cont. with chapter 4		
14	**EXAM 1**		**EXAM 1**
21	Dialects	Ch 5 Basic unit	
28	Assessment of Artic & Phonolog. Disorders	Ch 6 Basic	
Mar 7	**SPRING BREAK**		**NO Class**
14	Assessment cont.		
21	Assessment Cont, start Intervention	Ch 7 Basic unit	
28	**EXAM 2**		**EXAM 2**
Apr 4	Intervention –concepts and principles	Ch7 Basic, cont.	Assign 2 posted
11	Therapy approaches	Ch 8, **both** units Packet: Hodson chapters	Assignment 2 Due
18	Sound facilitation strategies	Appendix M in text Packet: Ken Bleile section	**Project Due**
25	**EXAM 3**		**EXAM 3**

Course Requirements:

Basic Course Policies :

Grading: Your grade will be determined by the following formula:
Exam 1 (25 %) + Exam 2 (25 %) + Exam 3 (25 %) + 2 assignments (10 %) + 1 project - devising a treatment plan (15 %)

Traditional letter grade breakdowns will be used.

Undergraduates: A "+" is given for _8 and above
A "-" if you are being rounded up. For instance, if your final grade is 88.7, that is an A-. Also a "-" is given for _0 and _1

Late Exams: In the case of emergencies or illness, a late exam may be scheduled without penalty. In the case of a missed exam for other non-emergency/non-health reasons, points will be deducted from your total grade (5 points per late day) and your exam will be a different format. PLEASE call Dr. Aldridge as SOON as you can in the event that you have to miss a test.

Late Assignments/Projects: Deduction of 5 points off of final grade per late day

Attendance: It is expected that all students will have reasonable attendance. Good attendance is required to do well in the course! In the event of an absence, it is your responsibility to get the notes from a fellow student. I do not give out notes to students. I will, however, provide you with the appropriate missed assignments or handouts.

ASHA Standards Addressed in this Class: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated

Standard III-B
The applicant must demonstrate knowledge of basic human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
Knowledge will be conveyed via class lectures, readings, and videotapes
Acquisition will be demonstrated via class discussion, exams, project, and assignments

Standard III-C
The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. **Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, exams, project, and assignments.**

Standard III-D
The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomic/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, exams, project, and assignments.

Standard III-E
The applicant must demonstrate knowledge of standards of ethical conduct
Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, exams.

Standard III-G
The applicant must demonstrate knowledge of contemporary professional issues
Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, exams.

Standard III-H
The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials
Knowledge will be conveyed via class lectures, readings, and discussions. Acquisition will be demonstrated via required class discussions and exams.

Standard IV-B
The applicant must possess skill in oral and written communication sufficient for entry into professional practice
Acquisition will be demonstrated via required class discussions, exams, project, and assignments.

Students will demonstrate the following skills:
1. Define terminology associated with articulation skill and associated disorders, including phonetic terms and anatomic structures of the speech mechanism (Std IIIC, D)
   - As measured by successful completion of Exam I and Assignment 1

2. Describe the course of normal speech production including models of normal speech

production, speech production in infancy, anatomical differences in the vocal tracts of infants and adults, stages of early speech production including phonetic characteristics, variability in styles of speech production (Std IIIC)

- As measured by exam 1

3. Analyze Phonological Processes: Word/Syllable Processes, Assimilation Processes, Segment Change Processes, Consonant Cluster Processes. Student will differentiate normal use of these processes and how to differentiate this from a phonological disorder. Will also differentiate phonological disorders from articulation disorders (Std III C,D)

- As measured by successful completion of exams I-3, assignments, and project. Also participation in class discussion of case studies

4. Identify variables associated with articulation/phonological disorders, including anatomic/structural, neurological, physiological, linguistic, and psychosocial bases (Std IIIC, D)

- As measured by successful completion of exams, assignments, and project

5. Identify ethnocultural variables and how they influence speech. Will distinguish between disorders and differences related to dialect. Proficiency in **ethical** management of clients with dialects, including African American English, Spanish-Influenced English, and Asian influenced English (Std III C, D, E, G)

- As measured by successful completion of exams and assignments and contribution to class discussion

6. Analyze an assessment for articulation and phonological disorders, including: (Std D)

Collection of Case History information
Screening and assessment of speech production
Informal and Formal Measures (Elicited V. Spontaneous)
Assessment of connected speech
Assessment of speech in single word production
Assessment of Stimulability
Contextual assessment (phonetic context/deep test)
Normative data use and interpretation
Administration and scoring of common published tests, such as GFTA, KLPA, Arizona, PAT, SPAT

- As measured by successful completion of exam 2-3, assignment 2 and class project

7. Analyze and interpret assessment data for therapy planning, such as calculation of intelligibility, nature of errors, severity of involvement (Std III C,D)

- As measured by successful completion of exams 2-3, assignment 2, project, and class discussion

8. Develop intervention plans based on assessment data, such as therapy approach and style of intervention (Std IIIC, D)

- As measured by successful completion of exams 2-3, assignment 2, project, and class discussion of case studies

9. Compose appropriate behavioral goals, including selection of good treatment targets (Std IIIC,D)

- As measured by successful completion of assignment 2, treatment plan project, and exam 3

10. Choose which approach to intervention is most appropriate, such as traditional motor based, phonologically based, or eclectic (Std IIIC,D)

- As demonstrated by exams 2-3, assignment 2, project, and case studies

11. Describe the traditional articulation approach, using the establishment-generalization-maintenance framework (Std IIID)

- As measured by assignment 2, project, and exam 2-3

12. Describe the phonologically based approach, such as the Cycles approach (Std D)

- As measured by assignment 2, project, exams, and discussion of cases

13. Assess when oral-motor techniques may be appropriate (Std IIID,E)

- As measured by project and exam 3 and discussion of cases

14. Describe strategies to intervene with lateral and frontal lisps (Std IIID)

- As measured by exam 3

15. Describe strategies to elicit correct sound production, via metaphor, description/demonstration, phonetic placement, successive approximations, and oral motor stimulation- for all sounds in the American English phonology (Std IIIID)

- As measured by exam 3, project, and class discussion of cases

16. Describe strategies to elicit speech practice from children in speech therapy, depending on age, cognitive level, developmental level, context (individual/group setting) of the client (Std D)

- As measured by project and exam 3

Field Trip Policies
Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or

falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's

end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and

instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.