I. Course Description:
This course studies nature, causes and characteristics of language delay and disorders in infants and preschool children. Therapeutic strategies for stimulation and remediation in this population.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the objectives of the Department of Human Services:
Objectives of the DHS include:
(1) The preparation of special education teachers for elementary and secondary schools,
(2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

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

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) two and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:
1. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

**This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:** Courses within the speech-language pathology program have been designed to ensure that students demonstrate required knowledge and ability as outlined in the Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology.

**Standard IV-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

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

- Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing

**Standard IV-D:** The applicant must demonstrate current 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.

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

1. The student will explain different theories influencing language development.
2. The student will explain and administer different assessments of language for children.
3. The student will develop language goals and intervention activities for children and present to the class.
4. The student will describe language characteristics of children with specific language impairment and implications for assessment and intervention.
5. The student will describe language characteristics of children with hearing loss and implications for assessment and intervention.
6. The student will describe language characteristics of children with intellectual disability and implications for assessment and intervention.
8. The student will explain different types and features of augmentative and alternative communication.
9. The student will describe multicultural issues and implications for assessment and intervention.

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: 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 the topics 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: There will be three scheduled examinations. Each exam may consist of multiple choice, True/False, and short answer items. Examination dates are listed on the course schedule below.

Class Projects: There will be three projects. The due dates are listed on the course schedule below. Grading Rubrics will be posted in D2L.

Project 1: CELF-5/CASL/CELF-Preschool Administration & Scoring: DUE: March 1st (100 points). Summary must be submitted to LiveText before a grade will be given. Directions are in D2L.

Project 2: Observe 1 hour in a PPCD, Life Skills, or Autism Classroom: DUE: April 21st (100 points)

You may observe at a school district of your choice or one of the following school districts:
- Nacogdoches ISD- fill out background check form at Student Support Services building. Sign up for school and preferred days and time. Christy Clark, director of Student Support Services will set up observation.
- Lufkin ISD- must take driver’s license
- Hudson ISD- must take driver’s license; Contact Jenny Capps, PPCD teacher to set up observation time. cappsi@hudsonisd.org or 936-875-9475
- Diboll ISD- follow directions at the following site for student observers: http://www.dibolisd.com/apps/pages/index.jsp?type=d&uREC_ID=156956&pREC_ID=549921; After paperwork is filled out contact campus principals to set up observation

Before observing make sure you read chapter 9 in textbook on autism. This will give you a background on what to look for when you observe.

A form will be posted in D2L that the teacher of the class will need to sign confirming your observation time. Write a detailed summary of your experience including the following:
- Describe classroom environment (number of teachers/aides, number of students, small or large group instruction)
- Describe activities students participated in
- Observation of one child’s communication abilities (receptive and expressive & pragmatics) - Use the CELF-Preschool or CELF-5 Pragmatic Profile (posted in D2L) to document pragmatic skills observed.
- What you learned from the observation experience

Turn in the following:
- Detailed summary including the above information
- Verification of observation hour form (in D2L)
- Pragmatic Profile - Do NOT include child’s name

*Do not ask any personal information about the children in the classroom (names, diagnosis, etc.). This information is confidential.
**You must take your driver’s license to the school where you observe.
***Dress professionally

Project 3: Therapy Activities and Presentation: DUE: April 28th (100 points)

Write 2 goals for each language domain (semantics, syntax/morphology, pragmatics). Specify if the goal addresses receptive or expressive language. Goals must be written in the correct format. For one goal in each domain provide a therapy activity to address the goal (total of 3 activities). Be as creative as possible.
Provide a detailed description of the activity and provide any materials needed for the activity. If materials are large, please attach pictures in your description. Choose one activity to present to the class. **Project must be submitted to LiveText before a grade will be given.**

**Participation:** Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate and will be addressed with observed. Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.

**IV. Evaluation and Assessment:**
GRADING: The student will have three exams over the material presented during the semester. The student will also complete three projects. The final examination (or third exam) is not comprehensive and will cover the material from the last portion of the semester.

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Three scheduled exams @ 100 points each</td>
<td>300</td>
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<tr>
<td>Project 1: CELF-5/CASL Administration &amp; Scoring</td>
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<tr>
<td>Project 2: Observation Summary</td>
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<tr>
<td>Project 3: Therapy Activities Project &amp; Presentation</td>
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**Total** 600 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)

**Extra Credit:** *All extra credit points will be added in to your exam and project point total and then divided by 600. (Exam grades + Project grades + Extra Credit points/600= your grade)*

**Course Evaluation:** (5 points) Complete online course evaluation by University deadline

**LATE POLICY:** No late work will be accepted without written excused documentation of absence. Instructor will determine if documentation is adequate for excused absence. If approved, student must turn in assignment immediately upon return.

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

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Page</th>
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<tbody>
<tr>
<td>January 19</td>
<td>T</td>
<td>Course Overview &amp; Syllabus</td>
<td>Syllabus</td>
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<tr>
<td>January 21</td>
<td>TH</td>
<td>Language Terms; EBP</td>
<td>Ch. 1</td>
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<td>January 26</td>
<td>T</td>
<td>Language Theory; Communication Subdomains</td>
<td>Ch. 2</td>
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<td>January 28</td>
<td>TH</td>
<td>Assessment of Language Disorders</td>
<td>Ch. 3</td>
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<td>February 2</td>
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<td>Language Sample Analysis</td>
<td>Ch. 3</td>
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<td>February 4</td>
<td>TH</td>
<td>Assessment Process</td>
<td>Ch. 3</td>
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<td>February 9</td>
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<td>CASL Overview</td>
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<td>February 11</td>
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<td>CELF-5 Overview</td>
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<td>February 16</td>
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<td>Decision Making in Assessment/Intervention</td>
<td>Ch. 4</td>
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<td>February 18</td>
<td>TH</td>
<td>Decision Making in Assessment/Intervention (cont.)</td>
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<td>February 23</td>
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<td>Exam Review</td>
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<td>February 25</td>
<td>TH</td>
<td>EXAM #1</td>
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<td>March 1</td>
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<td>Principles of Intervention; <strong>Project 1 DUE</strong></td>
<td>Ch. 5</td>
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<td>March 3</td>
<td>TH</td>
<td>Principles of Intervention</td>
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<td>March 8</td>
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<td>Early Childhood Intervention</td>
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ASHA EI Guidelines
VI. Required Readings
   D. This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning and accreditation; (2) Instruction evaluation purposes; and (3) making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 5 EXTRA CREDIT points will be added to your total points before your grade is averaged if you complete a course evaluation BEFORE the university deadline.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence (Policy 6.7):
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

You will be responsible for signing an attendance sheet each class period. The attendance sheet will be taken up 15 minutes after class begins. If you arrive later than this you will be counted absent. If you forget to sign in, you will also be considered absent. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation, so that you may make up that grade. You are also responsible for scheduling the make-up within one week of the missed class. If you obtain 4 unexcused absences during the semester, your final grade will be dropped one letter grade, 5 unexcused absences two letter grades, 6 or more will result in failure of the course.

Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6):
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty (Policy 4.1):
Academic Dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification of invention of any information, including citations, on an assigned exercise; and (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty:
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals:
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades Semester Grades (Policy 5.5):
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

4. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be done through Desire2Learn (D2L); http://d2l.sfasu.edu . Please check D2L often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing D2L, contact Student Support – 498-1919