



College Document # _____

UCC Document # 240

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CATALOG YEAR 2006-2007

(Please use separate form for each add/change)

COLLEGE/SCHOOL : College of Education

Current Catalog Page(s) Affected TBD

Program: Add: X Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

B.S. in Communication Disorders

Core Curriculum 42 SCH	Required Courses 84 SCH	Total 120 SCH
Required Field of Study:	EDEC 2324 The Young Child	
	EDFS 2316 Health and Movement	
	PSYC 2301 Introduction to Psychology	
	PSYC 2312 Developmental Psychology: Birth to Adolescence	
Required Specialization:	EDCD 3305 Introduction to Communication Disorders	
	EDCD 3313* Introduction to Audiology	
	EDCD 3321 Observation in Speech Pathology	
	EDCD 3325* Phonetics	
	EDCD 4321* Articulatory and Phonological Disorders	
	EDCD 4331* Speech and Hearing Science	
	EDCD 4333 Normal Language Acquisition	
	EDCD 4335* Language Disorders in Children and Adults	
	EDSE 3320 Measurement and Evaluation of Special Education	
	EDSE 4330 Special Education Law and Procedures	
	ENGL 3347 General Linguistics	
	PSYC 4305 Psychology of Language	
Required Support Area:	COMM 3300 Communication and Meaning	
	COMM 3310 Methods of Inquiry	
	COMM 3320 Teamwork and Communication	
	COMM 3321 Organizational Communication	
	PSYC 2317 Basic Statistics for Psychology	

*New courses

Approvals:

Chair
Department Curriculum Committee

Signature

RAEDEL D. BROWN

Date

3/28/06

Chair
Department

Karen [Signature]

03/28/06

Chair
College Curriculum Committee

Stanley Ozyr

3/28/06

Dean

Stanley Ozyr

3/28/06

EDCD 3313 Introduction to Audiology. Three semester hours.

Basic audiological concepts and their applicability to instrumentation and educational procedures utilized in the habilitation and/or rehabilitation of the pre-school and school aged child.

EDCD 3325 Phonetics. Three semester hours

Use of the International Phonetic Alphabet and its application to the sounds in the English language.

EDCD 4321 Articulatory and Phonological Disorders. Three semester hours

In-depth study of the development of speech sounds, etiologies of articulation and phonological disorders, assessment, procedures and therapeutic approaches for working with individuals with articulation disorders.

EDCD 4331 Speech and Hearing Science. Three semester hours.

This course focuses on the physical properties of sound, sound measurement, basic auditory function, acoustic and physiological phonetics, and the perception of speech.

EDCD 4335 Language Disorders in Children and Adults. Three semester hours.

This course is designed to provide exposure to speech-language pathology in various settings, analysis of client assessment and treatment profiles, and journal research.

EDCD 3313: Introduction to Audiology

Course Description:

Hearing acuity and auditory processing are integrally related to speech and language acquisition. Although speech-language pathologists do not assess hearing disorders, they must understand the relationship between hearing and speech/language. Additionally, there is a close relationship between the professions of audiology and speech-language pathology so that students should have an understanding of hearing and hearing impairment. The course will discuss basic audiological concepts and their applicability to instrumentation and educational procedures utilized in the habilitation and/or rehabilitation of children and adults.

Course Goals:

It is the goal of this course to introduce the student to concepts and procedures related to audiological disorders.

Course Objectives:

- Describe the scope of practice for the profession of audiology
- Relate the anatomy and physiology of the auditory system to auditory disorders
- Explain the qualities of sound and how sound is measured
- Describe common pathologies of the human outer ear and their relationship to hearing impairment
- Describe common pathologies of the human middle ear and their relationship to hearing impairment
- Describe common pathologies of the human inner ear and their relationship to hearing impairment
- Describe common pathologies of the human auditory nerve and central auditory pathways, and their relationship to hearing impairment
- Describe principles and procedures in pure tone audiometry
- Describe principles and procedures in speech audiometry
- Discuss the principles and procedures involved in electrophysiological audiometry
- Explain how behavioral tests are used to determine the site of auditory lesions
- Conduct a hearing screening using portable audiometers and tympanometers
- Cite principles of hearing conservation and prevention of hearing loss.

Textbook:

Martin, F.N., & Clark, J.G. (2002). *Introduction to Audiology* (8th ed.). Needham Heights, MA: Allyn and Bacon

General Procedures:

- Students enrolled in this course are expected to read the specified assignments prior to the designated class dates
- Students enrolled in this course are expected to take two examinations during the term (midterm and final).
- Students enrolled in this course are expected to complete ten pure tone screenings.
- Students enrolled in this course are expected to attend every scheduled class.

Examination Make-Up Policy:

Students enrolled in this course will be given the opportunity to make up a missed examination in cases of personal or family emergency. Students should contact the instructor prior to the scheduled date of the exam.

General Grading Procedures:

Student grades will be determined from two examinations and ten pure tone screenings. Each exam will consist of fifty questions with a value of 100 points. The exams will be non-comprehensive and objective in nature, consisting of true/false, matching, multiple choice and fill-in-the-blank questions.

The ten pure tone screenings will be worth ten points each. This exercise will require the completion, recording, and basic interpretation of a pure tone audiometry, speech audiometry and tympanometry test battery. The total exercise will be worth 100 points. The final grade for the course will be determined by averaging the two

test grades and pure tone screenings.

Tentative Overview of Classes:

- Profession of Audiology
- Human Ear
- Acoustics
- The Outer Ear
- The Inner Ear
- The Auditory Nerve and Central Pathways
- Pure Tone Audiometry
- Mid-Term Exam
- Speech Audiometry
- Tests of the Auditory System
- Test Battery Practicum
- Outer Ear: Disorders, Evaluation and Treatment
- Middle Ear: Disorders, Evaluation and Treatment
- Inner Ear: Disorders, Evaluation and Treatment
- Auditory Nerve and Central Pathways
- Hearing Tests for Children and the Difficult to Test
- Hearing Conservation

Policy for Students with Disabilities:

Students with appropriately documented disabilities may request reasonable accommodations, which will afford them equal access to all educational programs, and activities that TAIMU provides or sanctions. To assess services, students must have a documented disability and provide the appropriate documentation. Please call Student Counseling Service at 956-326-2230

TAIMU does not discriminate on the basis of disability in admission to its programs, services, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations.

EDCD 3325: Phonetics

Course Description:

An in-depth study of the development of speech sounds, etiologies of articulation and phonological disorders, assessment, procedures, and therapeutic approaches for working with individuals with articulation disorders. Demonstrations and simulated practice will be provided in class. Prerequisites: EDCD3305

Course Objectives:

- Introduce the student to the International Phonetics Alphabet (IPA) and practice transcription of normal and abnormal speech for the sounds of American English.
- Introduce the student to articulator phonetics along with clinical and research methods in evaluating and treating articulation disorders.
- Use of the IPA for broad and narrow transcription will be emphasized and extensive practice will be provided.

Specific Student Learning Outcomes:

- Students will demonstrate competence in transcribing normal and abnormal speech into the IPA.
- Students will understand phonemic versus phonetic contrasts as well as the nature of sound variation in speed production.
- Students will understand basic anatomy and physiology of the speech mechanism.
- Students will understand the basic process of early articulation and phonology development.
- Students will understand the difference between an articulation approach and a phonological approach evaluating and treating speech.

Course Materials:

Textbook: Clinical Phonetics. (2003). 3rd edition. Shriberg, L.D. (2003).

Course Outline:

- Introduction
- Linguistic Phonetics
- Linguistic Phonetics
- Anatomy of Speech
- Vowels
- Front Vowels
- Central Vowels
- Back Vowels
- R-Colored Vowels
- Modification of English
- Classification of Consonants
- Manner of Articulation
- Place of Articulation
- Sounds in Context
- Narrow Transcription
- Diacritics

- Review Transcription
- Articulation and Phonological Development
- Articulation and Phonological Development in Infancy
- Articulation and Phonological Development-Preschool
- Assessment/Diagnosis
- Evaluation and Treatment

Description of Course Requirements:

Exams: Midterm and final examination are cumulative.

Grading: The course grade will be an average of the midterm and final grade.

General Policies:

Make-up Exams: Examinations include live transcriptions; therefore, they cannot be made up. If you have a conflict, please see the instructor ASAP

Special Needs/Accommodations: Please contact Student Health Services ASAP if you are a student with a disability for accommodations in this class.

General Policies:

Make-up Exams: If you have a conflict, please see the instructor ASAP. All make-up tests will occur during dead week.

Attendance: Students are expected to attend class on a regular basis.

Course Policies

- Professional and prompt attendance is recommended. A good deal of the information presented in class will be in your textbook. In addition, there will be numerous handouts for this class, as well as important group activities.
- Feel free to see me during office hours if you need any kind of assistance with this class.

EDCD 4321: Remediation of Articulatory and Phonological Disorders

Course Description:

An in-depth study of the development of speech sounds, etiologies of articulation and phonological disorders, assessment, procedures, and therapeutic approaches for working with individuals with articulation disorders. Demonstrations and simulated practice will be provided in class. Prerequisites: EDCD3305 and EDCD 4333.

Course Objectives:

- List the names of articulation and phonological tests used in the field of speech pathology.
- Analyze the results of an articulation and/or phonological test.
- Make therapeutic decisions based upon the analysis of the test results.
- Analyze a child or adult's phonological test or a speech sample and list the phonological processes used by the child
- Complete an oral motor evaluation.
- List the important interview areas to utilize during a client/caregiver interview, as well as discuss body of information to be addressed within each area.
- Transcribe a child's articulatory/phonological responses onto a test form.
- Compose and write an evaluation report following a standardized format, utilizing good grammar, punctuation, and spelling.
- Compare and contrast the areas of phonology and articulation, verbally and in writing.
- Identify the stages of normal phonological and articulatory development.
- Identify the etiological factors involved in phonological and articulation disorders
- Compare and contrast differing remediation approaches to articulatory and phonological disorders.
- Select appropriate treatment goal, given test results
- Identify the causes of articulation and phonological disorders.

Course Materials:

- Textbook: Bauman-Waengler, J. (2000). Articulatory and Phonological Impairments: A Clinical Focus. Allyn and Bacon.
- Class Handouts

Course Outline:

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Phonological processes exercise

- Discussion on phonological processes
- Chapter 5-6
- Chapter 7
- Classroom group exercises
- Client Report
- Chapter 8-10
- Lecture on the relationship of multicultural issues and articulation/phonology

Description of Course Requirements:

Exams: Midterm and final examination are cumulative.

Grading: The course grade will be an average of the midterm and final grade.

General Policies:

Make-up Exams: If you have a conflict, please see the instructor ASAP. All make-up tests will occur during dead week.

Attendance: Students are expected to attend class on a regular basis.

Special Needs/Accommodations: Please contact Student Health Services ASAP if you are a student with a disability for accommodations in this class.

Course Policies

- Professional and prompt attendance is recommended. A good deal of the information presented in class will be in your textbook. In addition, there will be numerous handouts for this class, as well as important group activities.
- Feel free to see me during office hours if you need any kind of assistance with this class.

EDCD 4331: Speech and Hearing Science

Course Description:

Not only must a speech-language pathologist understand the anatomical and physiological bases behind speech and language development and production, s/he must also have an understanding of the acoustic properties of speech. This course addresses acoustical phonetics, speech perception, and methodology involved in the study of the speech code.

Course Goals:

It is the goal of this course to introduce the student to concepts of speech and hearing science, which serve as the bases of understanding the perception and production of the acoustic signal.

Course Objectives:

Upon completion of this course, the student will be able to:

- Relate the basic concepts of physical science (e.g. velocity, force, work, pressure) to speech acoustics.
- Discuss the basic concepts of speech science such as simple harmonic motion, sound production and propagation, resonance, and spectrum analysis
- Describe the physiological and acoustic processes, which correlate to the production of variously vowels and diphthongs.
- Describe the physiological and acoustic processes, which correlate to the production of various consonant sounds.
- Cite the prosodic and tonal features of speech production.
- Explain the influences that coarticulation, assimilation, and rate have on the flow of speech.
- Describe the perception of speech in humans, including the perception of vowels and consonants, suprasegmentals, and other acoustics cues.
- Discuss the instrumentation that is typically used in the study of acoustics, speech production, and speech perception.
- Operate common instruments typically used in the clinical study of the speech signal, such as the Sonagraph and Visi-Pitch.

Textbook:

Fucci, D.J. & Lass, N.J. (1999). Fundamentals of speech science. MA: Allyn and Bacon.

General Procedures:

- Students enrolled in this course are expected to read the specified assignments prior to the designated class dates.
- Students enrolled in this course are expected to take two examinations during the term (midterm and final).
- Students in this course are expected to write a brief report on an instrument that is typically used in speech and hearing science research and clinical application. This report will be part of the student's final grade.
- Students enrolled in this course will be given the opportunity to make up a missed examination provided the absence is determined by the instructor to be excused. If a student anticipates missing an examination, s/he should contact the instructor prior to the scheduled date of the exam.

General Grading Procedures:

Student grades will be determined from the two examinations and a written report on an instrument typically used in speech and hearing science research and/or clinical application.

The written report will consist of the student writing a short paper on the operation and research/clinical application of one of the following instruments typically used in speech and hearing science. Students must see the instructor individually to choose the topic area from the list below.

- Sonagraph

- Visi-pitch
- Pneumotachometer
- Cinefluoroscopy
- Electromyography
- Spirometer
- Manometer
- Body Plethysmograph
- Magnetometer
- Videostroboscopy
- Fiberoptic Endoscopy
- Electroglottography
- Electropalatography
- Strain Gauge
- Magnetic Resonance Imaging
- Pattern Playback Machine
- Delayed Auditory Feedback

Tentative Schedule of Classes:

- Course Introduction
- Anatomy and Physiology
- Basic Acoustics
- Resonance
- Speech Production
- Speech Perception
- Instrumentation

Policy for Students with Disabilities:

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TAIMU does not discriminate on the basis of disability in admission to its programs, services, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations.

Course Policies

- Professional and prompt attendance is recommended. A good deal of the information presented in class will be in your textbook. In addition, there will be numerous handouts for this class, as well as important group activities.
- Feel free to see me during office hours if you need any kind of assistance with this class.

EDCD 4335: Language Disorders in Children and Adults

Course Description:

An in depth study of intervention (principles and methods) for developmentally delayed or disordered language. This course provides specific procedures for planning and implementation of therapy.

Purpose of the Course:

This course is to familiarize the student with the basic information concerning language disorders in children and adults. The student is expected to become proficient in administration of instruments utilized to diagnose language disorders of varying types. Additionally the student is expected to become proficient in the application of remediation techniques specific to children and adults presenting with language disorders.

Course Text:

Owens, R. (2004). *Language Disorders: A Functional Approach to Assessment and Intervention*. (4th ed.). Allyn and Bacon.

Course Objectives:

- To demonstrate an advanced knowledge of theoretical positions pertaining to language disorders in children and adults.
- To discuss in detail the basic anatomy and physiology related to language disorders in children and adults.
- To list, define and discuss the organization of language in terms of phonological rules, production and perception.
- To demonstrate an understanding of the progression/development of language disorders in adults.
- To list, define and discuss factors related to language disorders in children and adults.
- To list define and discuss the nature and causes of language disorders in children and adults.
- To demonstrate an understanding of evaluation procedures as an aid to the diagnosis of language disorders in the child and adult population.
- To demonstrate an acquaintance with preventive, interventional and remediation techniques employed with clients manifesting language disorders.
- To list and discuss the planning of remediation strategies and the establishment, transfer and maintenance of target behavior for clients with language disorders.
- Plan assessment strategies for various clinical situations, drawing from both the clinical methodology and standardized testing procedures as appropriate. The client skills to be evaluated include auditory comprehension, and expressive abilities as they are manifested in phonologic, lexical, syntactic and pragmatics. Oral and written language forms will be emphasized.
- Be knowledgeable about various legal mandates for equity in special education.

General Instructor Policies:

1. **Absences:** Attendance will be checked regularly. The student is responsible for all class work and assignments made during the student's absence. If you enter class after roll has been taken, you must individually notify the instructor after class so that you may be marked present.
2. **Assignments:** Assignments will not be accepted after the class period of the specific due date. Assignments, which are late or not turned in at all, will be assigned a zero. No make-up quiz/examinations will be given. If a student is not present for a quiz/examination, a zero will be assigned.
3. **Conferences:** either the instructor or the student may request Appointments. The instructor will schedule all appointments.
4. If you have any disability, which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to a disability, please contact the Student Success Center at TAMIU.

Course Requirements:

1. **Examinations:** Three exams will be administered throughout the semester. Examinations will be take home and will account for 60% of the class grade. Refer to the end of the syllabus for an elaboration of the test format.
2. **Treatment Notebook:** each student will construct a Treatment Notebook. Each student will be assigned a specific treatment approach that they are to research and prepare an in-depth treatment notebook. The notebook will account for 20% of the class grade. Guidelines for construction of the notebook are provided at the end of the syllabus.
3. **Observations:** Each student will be required to complete a total of 10 hours of observation of child and adult language clients. The student is responsible for arranging his/her observations. The student is required to submit a written summary of each observation incorporating material reviewed in class. Guidelines/Suggestions are provided at the end of the syllabus. Reports will account for 10% of the class grade.
4. **Client Information Packet:** This packet/project will serve as a resource to clients/families. See the end of the syllabus for further details. This project will account for 10% of the class grade.

Grade Breakdown:

Exams -----60% of final grade
Tx Notebook -----20% of final grade
Observations -----10% of final grade
Client Info. Project ----- 10% of final grade

100% of final grade

Grade Assignment: The final grade will be assigned on the following basis:

- A: 90-100
- B: 80-89
- C: 70-79
- F: Below 69