

College Document # \_\_\_\_\_

UCC Document # \_\_\_\_\_

Date Received \_\_\_\_\_

**CATALOG YEAR 2005-2006**

**(Please use separate form for each add/change)**

COLLEGE/SCHOOL : College of Education

Current Catalog Page(s) Affected: Page 378

Course: Add: EDCD 3305 Delete: \_\_\_\_\_

(check all that apply)

Change: Number \_\_\_\_\_ Title \_\_\_\_\_ SCH \_\_\_\_\_

Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the \_\_\_\_\_ and indicate changes in red.

**Program:** Add:  Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the \_\_\_\_\_ and indicate changes in red.

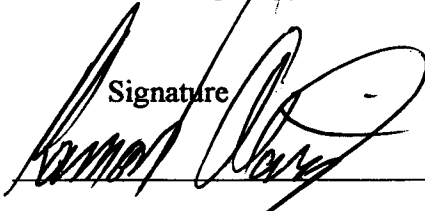
**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, copy and paste the text from the \_\_\_\_\_ and indicate changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, copy and paste the text from the \_\_\_\_\_ and indicate changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, copy and paste the text from the \_\_\_\_\_ and indicate changes in red.

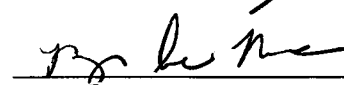
Approvals:

Chair  
Department Curriculum Committee

Signature  


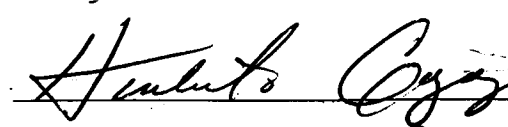
Date  
10/20/05

Chair  
Department



10-20-05

Chair  
College Curriculum Committee



10/20/05

Dean



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**EDCD 3305**

**Introduction to SLP**

Three semester hours.

This course is designed to acquaint the prospective communication disorders, education, and public services majors with the various types of communication disorders, their etiologies, identification and basic intervention procedures. The course also introduces acoustic, physiological, production, and perceptual processes underlying human communication.

SLP = Speech/Language Pathology

## **EDCD 3305: Introduction to Speech/Language Pathology**

### **COURSE DESCRIPTION:**

This course is designed to acquaint the prospective communication disorders, education, and public services majors with the nine types of communication disorders; their etiologies, identification and basic intervention procedures. The course also introduces acoustic, physiological, production, and perceptual processes underlying human communication.

### **COURSE PURPOSE:**

COMD 3305 is designed for students who are training to work in the area of speech/language, either as a speech-language pathologist, speech pathology assistant, special educator or classroom teacher

### **COURSE TEXTBOOK:**

Hegde, M.N. (1995). (3<sup>rd</sup> Edition). Introduction to Communicative Disorder, Pro-Ed, Inc. Austin, Texas

### **COURSE OBJECTIVES:**

1. The student will demonstrate an understanding of the purpose of a speech-language pathologist, special educator, and speech assistant or classroom teacher.
2. The student will demonstrate a basic understanding of the role of the speech-language pathologist in various settings such as educational and rehabilitation settings.
3. The student will demonstrate an understanding of the professional issues/ethics related to the profession of speech-language pathology.
4. The student will demonstrate an understanding of the normal development of speech and language, and the role of hearing in that development.
5. The student will demonstrate a preliminary knowledge of basic aerodynamic, acoustic, physiological, and perceptual processes underlying human communication.
6. The student will demonstrate the ability to differentiate among the characteristics and common causal factors of various communication disorders.
7. The student will demonstrate knowledge of the nine major disorders, which speech-language pathologists assess and premeditate.
8. The student will cite the certification and licensure requirements for speech-language pathologist.
9. The student will define the scope of practice for SLP's.
10. The student will differentiate between a communication difference and a communication disorder.

11. Explain how augmentative and alternative communication can improve communication abilities of individuals with severe communication impairments.
12. Explain the nature of hearing disorders and how these disorders affect communication abilities.

### **COURSE OUTLINE**

- Communication and Its Disorders
- Specialists in Communication and Its Disorders
- An Overview of Anatomy and Physiology of Speech and Hearing
- Articulation and Phonological Disorders
- Language Acquisition and Disorders in Preschool Children
- Fluency and its Disorders
- Voice and Its Disorders
- Speech Disorders and Cleft Palate
- Neurologically Based Communicative Disorders
- Hearing and Its Disorders
- Culture and Communication: Diversity and Disorders
- The Professions: Education and Organizations

### **COURSE REQUIREMENTS:**

**Examinations:** three exams will be administered. They will count for 60% of the total class grade.

**Observations:** Each student is required to observe 15 hours of speech-language therapy at a school, hospital or rehabilitation site. This will count for 40% of the total class grade. A summary of each observation will be required in addition to a summary of clock hours for the observations. The clock hours will be placed in the student's clinical practicum file for ASHA credit,

### **GENERAL INSTRUCTION POLICIES:**

**Absences:** Attendance will be checked regularly. More than three absences will result in the dropping of a test score by one letter grade. The student is responsible for all class work and assignments made during the student's absence. If late to class, it is the student's responsibility to ensure that he/she has not been counted absent for that day.

**Assignments:** All assignments are due at the beginning of the class period of the due date.

**Cellular phones and pagers:** Please turn them off during the scheduled class time.

**Conference:** Either the instructor or the student may request appointments.

### **GUIDELINES FOR OBSERVATIONS:**

1. Students are required to observe 15 clock hours of therapy conducted at school, hospital, or rehabilitation settings. Students are responsible for arranging his/her own observations.
2. Students will sign a confidentiality form that will be issued by the instructor at the beginning of the semester.
3. Reports are to be type written and will follow the format on the attached sample page. All reports must be submitted in a folder with a cover sheet with your name, the course name and number, instructor's name and credentials, and date.

**Texas A&M International University  
Communication Sciences and Disorders  
Observation Report**

**Format for observation reports: Respond in paragraph form in full sentences**

Name:

Site:

Date:

Therapist:

A. Clinical Observations (activities and behaviors you observed):

B. Goals and objectives of Session (find out from the therapist):

C. General Comments: