

2019-2020 Assessment Plan
Communication Sciences and Disorders_BS

Student Learning Outcome 1	
The students will demonstrate knowledge of the nature of basic human communication and swallowing process including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.	
Outcome 1: Assessment Measure 1	
Class:	CSD 204
Course Mode:	Face-to-Face
Assignment:	Students must be able to identify the basic elements of anatomy and physiology of respiration, phonation, articulation, resonance, hearing/auditory and neuroanatomy.
Evaluation Tool:	Summative exam (Electronic Academic Knowledge and Skills Assessment KASA) as stated in syllabus) and all questions are relevant to the SLO. Final grade will be scored on a Likert 5 points scale on all
Performance Target:	At least 80% of the submitted exams will score 3 or higher on each question of the exam correctly.
Results:	
Use of Results:	
Outcome 1: Assessment Measure 2	
Class:	CSD 204
Course Mode:	Face-to-Face
Assignment:	Summative exam (Electronic Academic Knowledge and Skills Assessment - KASA) as stated in syllabus) and all questions are relevant to the SLO. Final grade will be scored on a Likert 5 point scale.
Evaluation Tool:	Assignment scoring sheet (three sections: exploratory learning on speech production, breathing, and identification of structures involved. Each section will be scored from 1-5 points Likert scale)
Performance Target:	At least 80% of the answers to the assignments will be scored 3 or higher (Likert scale) on each section of the assignments.
Results:	
Use of Results:	

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Student Learning Outcome 2	
The students will demonstrate competence in knowledge of the nature of speech, language, hearing, and communication disorders / differences and swallowing disorders, including the etiologies, characteristics,	
Outcome 2: Assessment Measure 1	
Class:	CSD 202
Course Mode:	Face-to-Face
Assignment:	Cummulative grade on written examinations (Electronic Academic Knowledge and Skills Assessment - KASA) and be able to define and categorize typical communication across the lifespan.
Evaluation Tool:	Exam key. Each question will be scored from 1 to 5 points scale.
Performance Target:	At least 80% of the submitted written examination will score 3 or higher on each question of the exam correctly.
Results:	
Use of Results:	Target not met for 2018-2019. Additional sources (referral to writing lab, study skills, etc.) were implemented in fall, 2019, for entering students to the program to met 2019-2020 goal.
Outcome 2: Assessment Measure 2	
Class:	CSD 323
Course Mode:	Face-to-Face
Assignment:	Written examination (Electronic Academic Knowledge and Skills Assessment (KASA) and be able to define cultural diversity, understand cultural considerations in aural (re)habilitation in align with ASHA
Evaluation Tool:	Summative examinations with exam key. Cumulative score of all examinations and presentation will be scored using a Likert Scale from 1 to 5 points scale.
Performance Target:	At least 80% of the submitted written examinations will score 3 or higher on each question of the exam correctly.
Results:	
Use of Results:	

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Student Learning Outcome 3	
The students will be skilled in the ability to integrate principles, methods and technology to prevent, assess and treat people with communication and swallowing disorders, including consideration of	
Outcome 3: Assessment Measure 1	
Class:	CSD 332
Course Mode:	Face-to-Face
Assignment:	Summative examination and Electronic Clinical Knowledge and Skills Assessment (KASA). The student will demonstrate an awareness of the educational, vocational and social needs of the individual with
Evaluation Tool:	Each competency evaluated from a 0-5 points Likert scale. Evaluation of competency will be by summative examination. Each student must score a 3 or higher on each submitted examination.
Performance Target:	At least 70% of the cumulative test averages will earn a score of 3 or higher on each competency.
Results:	
Use of Results:	
Outcome 3: Assessment Measure 2	
Class:	CSD 406
Course Mode:	Face-to-Face
Assignment:	Practicum (Electronic Clinical Knowledge and Skills Assessment (KASA)
Evaluation Tool:	Practicum Evaluation Form for self and supervisor evaluations of student performance at beginning, midterm, and the end of the semester (six criteria: Oral and Written communication,
Performance Target:	At least 70% of the evaluated practicums will earn a score of 3 or higher on each criterion on the Practicum Evaluation Form for self and supervisor evaluations of student performance at beginning, midterm,
Results:	
Use of Results:	

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Program Outcome 1	
Prior to taking upper level courses and participating in practicum, students must have at least a "B" average in	
Assessment Measure:	1. Faculty reviews students' CSD courses before clearing students for practicum.
Assessment Target:	1. At least 100% of students will continue to take upper lever and participate in the practicum.
Assessment Results:	
Use of Results:	
Program Outcome 2	
Undergraduate students must successfully pass the GRE and graduate from the program in order to be	
Assessment Measure:	1. GRE scores and graduation rates.
Assessment Target:	1. At least 100% passage of the GRE and graduation is the goal of the program.
Assessment Results:	
Use of Results:	

CSD 202 blurb for justification of improving unmet target

Per Dr. Reed:

"During the first day (8-15-19), I discussed the availability of tutoring. I also encouraged some of our seniors (in the CSD 415 class) to become tutors. I also incentivized a workshop being hosted, offering 2 points on exam 1 for proof of attendance (Dr. Roper and I will collaborate on the evidence that students attended for the entire hour). I discussed the importance of writing in our field and note-taking (which is important for studying). I also discussed the new APA 7th ed."

COLLEGE OF EDUCATION,
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BEHAVIORAL SCIENCES
Alabama A&M University
Normal, AL 35762

COURSE SYLLABUS

Fall, 2018

Course Number	CSD 202
Course Title	Survey of Communication Disorders
Call Number/Section	70531
Class Times	9:30 – 10:50 Tuesdays and Thursdays
Class Location	Room 103, Carver Complex North
Prerequisites	Admission to the CSD Program
Textbook	Owens, R., Metz, D. Hass, A. (2015) <i>Introduction to communication disorders: A life span perspective</i> . Boston, MA: Pearson
Instructor	Dr. Hope Reed, CCC-SLP, C.O.M.
Office	Room 104, Office 30, Carver Complex North
Office Hours	posted
E-mail address	hreed7@gmail.com or hope.reed@aamu.edu
Telephone number	256-372-4036

AAMU Quality Enhancement Plan (QEP):
“Enhancing Students’ Critical Thinking Skills”
Critical Thinking Definition:

Critical thinking is analyzing, evaluating, and synthesizing information into logical conclusions.

COURSE DESCRIPTION

A broad survey of the field of speech-language pathology and audiology.

STUDENT LEARNING OUTCOMES

ASHA

Define and categorize typical communication across the lifespan (Standard III-B/AAMU SLO 2, Level: Strong)

Explain the impact of communication on people’s lives (Standard III-C/AAMU SLO 3, Level: Strong)

Describe the professionals who work with communication disorders and involved professional issues involved (Standard III-E/AAMU SLO 5, Level: Light)

Demonstrate knowledge of basic human communication and swallowing processes (Standard III-B/AAMU SLO 2, Level: Strong)

Describe typical and disordered functioning of anatomical structures (Standard III-B/AAMU SLO 2, Level: Strong)

Define frequently occurring disorders (articulation and phonology, language, fluency, voice, cleft lip and palate, neurogenic speech disorders, and dysphagia in terms of etiology and symptoms (Standard III-C/AAMU SLO 3, Level: Strong)

List intervention options that may be provided for the above disorders (Standard III-C/AAMU SLO 3, Level: Strong)

Demonstrate a cursory level of understanding of principles and methods of prevention, assessment and intervention for those with communication and swallowing disorders (Standard III-D/AAMU SLO 4, Level: Light)

Discuss contemporary professional issues in the field of communication sciences and disorders (Standard III-G/AAMU SLO 7, Level: Light)

Explain the ASHA certification, ABESPA licensure and Alabama state teacher certification credentialing processes (Standard III-H/AAMU SLO 8, Level: Light)

Achieve a passing grade on the AAMU CSD speech-language-hearing screening examination (Standard IV-B/AAMU SLO 9, Level: Light)

These objectives comply with ASHA Standard IIIB AAMU SLO 2, Level Strong

Demonstrate knowledge of the nature of basic human communication and swallowing process including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases

These objectives comply with ASHA Standard IIIC AAMU SLO 3, Level: Strong

Demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and

swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates

These objectives comply with ASHA Standard IIID AAMU SLO 4, Level: Light

Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

These objectives comply with ASHA Standard IIIE I AAMU SLO 5, Level: Light

Demonstrate knowledge of standards of ethical conduct

These objectives comply with ASHA Standard IIIG AAMU SLO 7, Level: Light

Demonstrate knowledge of contemporary professional issues

These objectives comply with ASHA Standard IIHA AAMU SLO 8, Level: Light

Demonstrate knowledge about certification, specialty recognition, licensure and other relevant professional credentials.

These objectives comply with ASHA Standard IVB AAMU SLO 9, Level: Light

To possess skill in oral and written or other forms of communication sufficient for entry into professional practice

CLASS FORMAT

1. Instructors have the discretion to decide whether assignments will be accepted late. If the assignment is accepted after the due date, the instructor also has the discretion to determine the points to be deducted. This policy includes assignments to be submitted electronically, and in these cases, it is incumbent upon the student to verify receipt of the assignment(s).
2. Make-up exams are a privilege and not a right. The decision to offer a make-up exam is at the instructor's discretion. **IF** such an exam is permitted, only one make-up exam is allowed, per course, per semester, and only in the most severe and extreme circumstances. Documentation, determined as a university excuse AND instructor approval, to support the missed grade must be provided prior to administration of the make-up exam. The excuse and supporting documentation must encompass the date of the missed/original exam. The format and content of the make-up exam will be different than that of the original exam, to curtail cheating. You are responsible for all information covered in class and for the readings related to the exam content. No other exams may be missed! You must take the make-up exam within 1 week from the original exam date, and it is your responsibility to contact the instructor to take the make-up exam. A grade of zero will be given for a missed exam; this includes the final exam. No exams will be administered early. Make-up exams afford no opportunities for extra credit, even if the prospect was provided on the "original exam version," past, present, or future.
3. Extra class or outside work will not be given to change or "bring" up a grade point average. Please do not consider this a possibility.
4. Subjective material will be graded according to the instructor's criteria which includes, but may not be limited to, content, writing skill, grammar, spelling, neatness, and appropriateness to given assignment.
5. Questions regarding overall, earned examination scores and examination items and disputed scoring of individual items must be submitted to the instructor in hard copy within 48 hours of the returned paper. Emails will not be accepted. The student must identify the question, question type, and substantiate why he/she believes the test item was scored incorrectly, citing references, textbook page numbers, and other such justifications.
6. Students who elect to use pencils on exams may not contest scoring of their objective test items. In cases where a pen or marker is used, objective responses where responses appear to be "scribbled out," "crossed through," or otherwise will not be considered for rescoring. Unless "true" or "false" is written out and there are no corrections as listed above, True/False items may not be contested, due to their alterable nature. When exam papers are returned to students for review as a class, writing utensils may not be within the student's line of sight.
7. Students must assume responsibility for all assignments, readings, lectures, attendance, exam performance, and acquiring handouts, notes, etc. from other students when absent. The instructor will not "reteach" lectures that are missed by students, nor will she "backtrack" to cover information missed by students who arrive late for class sessions by any amount of time. You may not leave the classroom to print hand-outs, outlines, or other course materials. Come to class prepared.
8. Cell phones must be placed on silent mode for the duration of each class, and talking and "texting" are strictly prohibited. **While in class and during exams, your learning experience should be your first priority.** The instructor should not even see your cell phone, and therefore, it should be kept in your purse or backpack, but not in your hands or on your desk. Ringing phones and conversations are

disruptive, disrespectful, and inconsiderate of your classmates and instructor. Do not answer or initiate calls, text messages, and/or pages in class. For each offense, 1 point will be deducted from your final course grade. In order to reduce the instances of cheating, cell phones and other electronic devices are NOT allowed on your desk or within your line of sight during exams and while exams are being returned for viewing after grading. Only traditional calculators may be used when calculations are necessary for an exam, for example, language samples. The use of laptops and tablet devices is permitted during lectures. However, Dr. Reed will ask you to put away the device if you are not using it for immediate class-related purposes.

9. **Students are to maintain a record of their grades** for exams, pop quizzes, and assignments. Research reveals that students who maintain a record of their own scores earn higher grades. Do not approach the instructor at the end of the semester, requesting a record of your grades, because grades have been provided after each exam or assignment.
10. Unannounced quizzes may be given at the instructor's discretion. Quizzes may not be made up in the event of an absence.
11. AAMU encourages faculty to only respond to emails originating from AAMU Gmail accounts. To obtain your AAMU Gmail Account, visit: <http://www3.aamu.edu/bulldogs/google.aspx>. Email to the instructor should include your first and last names and topic in the subject line, in order for your message to be opened. These requirements are designed to prevent the spread of electronic viruses and SPAM. You are encouraged to submit assignments as soon as possible, so that you may have adequate time to verify that your assignment was received, and if not, resolve the matter. Address the instructor by her proper title in your electronic correspondence. Emails received by Dr. Reed on weekends and holidays may not be answered until the next work day. If Dr. Reed replies to an email during weekends or holidays, this is done so as a courtesy to the student.
12. Undergraduate students: For exams and assignments, any spelling and/or grammar errors will result in a deduction of ½ point, each. Graduate students: For exams and assignments, any spelling and/or grammar errors will result in a deduction of 1 point, each.
13. Blackboard or instructor-created Websites will be used extensively in CSD coursework for posting assignments, outside readings, quizzes, tutorials, and discussions. Blackboard or the course Website should be checked daily for announcements and/or assignments. If you have difficulty accessing or using Blackboard or a course Website, please see the instructor during office hours. Students must become accustomed to checking email (and for other information) on a regular basis, in order to become well-rounded preprofessionals. Be prepared for class and do not leave class to print the lecture outlines.
14. Class attendance: The absentee policy will be enforced, and the instructor reserves the right to deduct points from the final grade when a student does not comply. In cases where such deductions occur, the policy will be enforced for all students in a course so as not to "single out" any individual. Examples: for a 3-credit course that meets 3 times per week, you are allowed 3 unexcused absences. For a 3-credit course that meets once per week, you are allowed 1 unexcused absence. For 2-credit courses that meet twice per week, 2 unexcused absences are allowed. If you arrive late for a class session (by less than 15 minutes), it is your responsibility to ask the instructor to amend her attendance record to reflect tardy; otherwise, the absence will stand as recorded. For each absence beyond the amount permitted by the university, ½ (0.5) point will be deducted from the final course average. Tardiness: Every 3 tardies for a class that meets 3 times per week = 1 absence, and will follow the same deductions of points as stated for attendance, counting toward overall absences, as will the examples that follow. For classes that meet once per week, 1 unexcused tardy is permitted. For classes that meet twice per week, 2 tardies are permitted. If you arrive late to class, do not walk in front of the instructor, as this is disrespectful behavior. If you are tardy by 15 or more minutes, you will be considered absent for the entire class session, and you may be asked to exit the classroom. Arriving late for class disrupts the flow of the lecture and concentration of classmates. The literature reveals a correlation between class attendance and mastery of the course material. Tardiness for exams: After 15 or more minutes, a make-up exam will be required, and you must address the professor upon your late arrival for the exam. If a classmate has already exited the exam when you arrive, then the integrity of the exam has been compromised, and a make-up exam will then be necessary for you. For all acts involving time, the instructor's watch or clock is the determinant. If you are going to be late for class, or will not be attending class, do not call or text asking other students to inform me of this. Communications should be made directly to Dr. Reed, unless the student is somehow incapacitated. Each unexcused absence

- and/or tardy beyond the permitted amount will each result in ½ (0.5) point deduction from the final course average, even if the deduction(s) drops the letter grade.
15. Acts of academic dishonesty will be punished according to university policy. APA 6th edition-style parenthetical citations and references MUST be used. ALL work and ideas of others MUST be properly credited, or plagiarism will be assumed. Any and all borrowed, paraphrased, and/or quoted material from other individuals and sources must be properly and fully cited (parenthetically and reference listing); otherwise, point deductions, a grade of 0 (zero) for the paper and/or course, and possible expulsion from the CSD Program and/or the university may result. Academic dishonesty also includes cheating in any form. Copying a classmate's work or inappropriately collaborating on assignments of any type where the end products are significantly similar is cheating. If Dr. Reed suspects cheating during any exam, your paper will be taken, and you will be asked to depart the testing environment. A grade of 0 (zero) for the exam and/or course, potential review, at Dr. Reed's discretion by the AAMU Judiciary Committee, and possible expulsion from the CSD Program, Graduate School, and/or the university may result. Cheating during exams includes, but is not limited to, looking at the exam papers of others, viewing notes by self or others, "cheat sheets," writing on self, desks, and personal property, using mobile devices, and so forth. Dr. Reed will apply the appropriate standard of proof, which will be based upon her observance(s) of the incident. Does the information cause Dr. Reed to believe that it is more likely than not that the student cheated? The policy provided herein is offered as advanced notice and warning that suspected cheating during any and all exams will not be tolerated in any way.
 16. Class sessions will not be cancelled. In the event of an instructor's absence, another individual will deliver the lecture and/or an assignment will be given.
 17. For undergraduate and graduate students: If a grade of "D" or below is obtained as the midterm and/or final grade, a Competency Remediation Plan (CRP) must be completed and signed by the instructor and student. This is performed to facilitate the student achieving the best outcome possible for the course, and is a component of the CSD Program's formative/summative assessment procedure.
 18. For undergraduate students: Students initially enrolling in Communicative Sciences and Disorders Program coursework must have an overall grade point average (GPA) of 2.5 or above. Undergraduate students must maintain an overall GPA of 2.5 in order to graduate from any program within the College of Education, Humanities, and Behavioral Sciences at Alabama A&M University. In addition to this School requirement, CSD majors must maintain an overall GPA of 3.0 in CSD coursework. For graduate students: Graduate students must maintain a 3.0 in order to graduate.
 19. Students enrolled in CSD 202 or CSD 500 must take a speech-language-hearing screening examination. Failure to comply with the screening requirement will result in a deduction of 3 points from the final course grade in CSD 202/500. The purpose of this screening is to identify any speech, language or hearing problem that may interfere with a students' academic or clinical progression in the Program. Students must demonstrate the ability to speak Standard American English intelligibly including modeling of all English phonemes. Students will be enrolled in the AAMU Speech and Hearing Clinic free of charge if test results deem intervention necessary.
 20. If you plan to audio and/or video record class sessions and/or lectures (including in-person or via CourseSites), using any device (Webcam, digital recorder, mobile device, etc.), you must request permission from Dr. Reed before doing so. Posting or uploading the information to any other computer or server is prohibited, including YouTube, etc. Any permitted recording must be erased promptly after the related exam is scored and returned.
 21. Especially for graduate students, only one grade of "C" is allowed across the entire graduate program. **Dr. Reed will not succumb to pressure to alter any grade or the final average IN ANY COURSE (graduate or undergraduate); please do not make this request of her, even in cases where your graduation/program completion or prospective career may be delayed.**
 22. After you complete an exam, please do not congregate outside the classroom (e.g., in the hallway) to discuss the test. Other students are likely inside the classroom taking the same exam and may be disrupted or overhear your conversation, particularly when you are discussing and comparing "answers."
 23. Your attendance is expected for the duration of the entire semester, i.e., through the completion of final exams and the official close of the semester, according to the university calendar. You should not schedule vacations and/or trips, which includes purchasing airline tickets, that will conflict with the duties, expectations, and responsibilities you are required to fulfill as a student in this course, this

- semester. Dr. Reed will not provide advice or guidance regarding purchasing tickets or planning trips.
24. Recorded lectures are captured during a moment in time, meaning they are static. URLs may have changed, and it is possible that content, particularly news-related items, have been updated since the recording date. Please be mindful of the nature of these recordings.
 25. Leaving the classroom during exams: Please be sure to use the restroom, get tissues, and so forth BEFORE exams. If you leave the room for any reason during an exam, then Dr. Reed assumes you are finished taking the exam, and you must submit your exam paper.

COURSE OUTCOMES

The student must demonstrate competencies in the areas listed in the Student Learning Outcomes.

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

ATTENDANCE POLICY

A student is permitted one (1) unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. See policy 14 for additional information.

TUTORIAL ASSISTANCE

Tutorial assistance for undergraduate courses can be obtained from the Tutorial Assistance Network (TAN), a subsidiary of the Office of Academic Support Services. TAN is located in Room 100C Buchanan Hall. The telephone number is 256-372-5487.

GRADE DETERMINATION

(Tentative and subject to change, based on number of exams, content, participation, and so forth)

Course Requirements	Points Awarded	Percent of Total
Exam 1	will vary according to content	25%
Exam 2		25%
Exam 3		25%
Exam 4		25%
TOTAL	varies with content	100%
Grading Scale		
Percent of Points	Number of Points	Grade
89.5% or higher	268.5 points or higher	A
79.5 – 89.4%	238.5 – 268.2	B
69.5 – 79.4%	208.5 – 238.2	C
69.4 – 59.5%	208.2 – 178.5	D
59.4% and below	178.2 and below	F

DESCRIPTION OF SPECIFIC ASSIGNMENTS

Will be disseminated with the assignments.

COURSE OUTLINE (TENTATIVE AND SUBJECT TO CHANGE)

Dates*	Topics	Assignments (ungraded)
Week 1	<i>The Professions of SLP & Audiology Code of Ethics; Scope of Practice;</i>	read chapter; review lecture; formative

*Dates are tentative.

	<i>Professional Issues</i>	
Week 2	<i>Typical and Disordered Communication</i>	read chapter; review lecture; formative
Week 3	<i>Communication Development</i> Exam (summative)	read chapter; review lecture; formative
Week 4	<i>Assessment & Treatment</i>	summative
Week 5	<i>Childhood Language Impairments Exam</i>	read chapter; review lecture; formative
Week 6	<i>The Voice & Voice Disorders</i>	read chapter; review lecture; formative
Week 7	<i>Anatomy & Physiology</i> Exam (summative)	summative
Week 8	<i>Fluency Disorders</i>	read chapter; review lecture; formative
Week 9	<i>Disorders of Articulation & Phonology</i> <i>Dysarthria/ Apraxia</i>	read chapter; review lecture; formative
Week 10	<i>Neuroanatomy/ Aphasia</i>	summative
Week 11	<i>Aphasia/Traumatic Brain Injury (TBI)/</i> <i>Dysphagia/Dementia</i> Exam (summative)	
Week 12	<i>Cleft Lip & Cleft Palate</i>	
Week 13	<i>Augmentative & Alternative Communication</i> <i>Audiology & Fundamentals of Hearing</i>	
Week 14	<i>Catch up and review</i>	
Week 15	<i>Catch up and review</i>	
Week 16	Exam (Final; summative)	

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COURSE SYLLABUS

Fall, 2019

Course Number	CSD 202
Course Title	Survey of Communication Disorders
Call Number/Section	70461
Class Times	9:30 – 10:50 Tuesdays and Thursdays
Class Location	Room 103, Carver Complex North
Prerequisites	Admission to the CSD Program
Textbook	Owens, R., Metz, D. Hass, A. (2015) <i>Introduction to communication disorders: A life span perspective</i> . Boston, MA: Pearson
Instructor	Dr. Hope Reed, CCC-SLP, C.O.M.
Office	Room 104, Office 30, Carver Complex North
Office Hours	posted
E-mail address	hreed7@gmail.com or hope.reed@aamu.edu
Telephone number	256-372-4036

AAMU Quality Enhancement Plan (QEP):
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Critical Thinking Definition:

Critical thinking is analyzing, evaluating, and synthesizing information into logical conclusions.

COURSE DESCRIPTION

A broad survey of the field of speech-language pathology and audiology.

STUDENT LEARNING OUTCOMES

ASHA

Define and categorize typical communication across the lifespan (Standard III-B/AAMU SLO 2, Level: Strong)

Explain the impact of communication on people’s lives (Standard III-C/AAMU SLO 3, Level: Strong)

Describe the professionals who work with communication disorders and involved professional issues involved (Standard III-E/AAMU SLO 5, Level: Light)

Demonstrate knowledge of basic human communication and swallowing processes (Standard III-B/AAMU SLO 2, Level: Strong)

Describe typical and disordered functioning of anatomical structures (Standard III-B/AAMU SLO 2, Level: Strong)

Define frequently occurring disorders (articulation and phonology, language, fluency, voice, cleft lip and palate, neurogenic speech disorders, and dysphagia in terms of etiology and symptoms (Standard III-C/AAMU SLO 3, Level: Strong)

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Discuss contemporary professional issues in the field of communication sciences and disorders (Standard III-G/AAMU SLO 7, Level: Light)

Explain the ASHA certification, ABESPA licensure and Alabama state teacher certification credentialing processes (Standard III-H/AAMU SLO 8, Level: Light)

Achieve a passing grade on the AAMU CSD speech-language-hearing screening examination (Standard IV-B/AAMU SLO 9, Level: Light)

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Demonstrate knowledge of standards of ethical conduct

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Demonstrate knowledge of contemporary professional issues

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3. Extra class or outside work will not be given to change or "bring" up a grade point average. Please do not consider this a possibility.
4. Subjective material will be graded according to the instructor's criteria which includes, but may not be limited to, content, writing skill, grammar, spelling, neatness, and appropriateness to given assignment.
5. Questions regarding overall, earned examination scores and examination items and disputed scoring of individual items must be submitted to the instructor in hard copy within 48 hours of the returned paper. Emails will not be accepted. The student must identify the question, question type, and substantiate why he/she believes the test item was scored incorrectly, citing references, textbook page numbers, and other such justifications.
6. Students who elect to use pencils on exams may not contest scoring of their objective test items. In cases where a pen or marker is used, objective responses where responses appear to be "scribbled out," "crossed through," or otherwise will not be considered for rescoring. Unless "true" or "false" is written out and there are no corrections as listed above, True/False items may not be contested, due to their alterable nature. When exam papers are returned to students for review as a class, writing utensils may not be within the student's line of sight.
7. Students must assume responsibility for all assignments, readings, lectures, attendance, exam performance, and acquiring handouts, notes, etc. from other students when absent. The instructor will not "reteach" lectures that are missed by students, nor will she "backtrack" to cover information missed by students who arrive late for class sessions by any amount of time. You may not leave the classroom to print hand-outs, outlines, or other course materials. Come to class prepared.
8. Cell phones must be placed on silent mode for the duration of each class, and talking and "texting" are strictly prohibited. **While in class and during exams, your learning experience should be your first priority.** The instructor should not even see your cell phone, and therefore, it should be kept in your purse or backpack, but not in your hands or on your desk. Ringing phones and conversations are

disruptive, disrespectful, and inconsiderate of your classmates and instructor. Do not answer or initiate calls, text messages, and/or pages in class. For each offense, 1 point will be deducted from your final course grade. In order to reduce the instances of cheating, cell phones and other electronic devices are NOT allowed on your desk or within your line of sight during exams and while exams are being returned for viewing after grading. Only traditional calculators may be used when calculations are necessary for an exam, for example, language samples. The use of laptops and tablet devices is permitted during lectures. However, Dr. Reed will ask you to put away the device if you are not using it for immediate class-related purposes.

9. **Students are to maintain a record of their grades** for exams, pop quizzes, and assignments. Research reveals that students who maintain a record of their own scores earn higher grades. Do not approach the instructor at the end of the semester, requesting a record of your grades, because grades have been provided after each exam or assignment.
10. Unannounced quizzes may be given at the instructor's discretion. Quizzes may not be made up in the event of an absence.
11. AAMU encourages faculty to only respond to emails originating from AAMU Gmail accounts. To obtain your AAMU Gmail Account, visit: <http://www3.aamu.edu/bulldogs/google.aspx>. Email to the instructor should include your first and last names and topic in the subject line, in order for your message to be opened. These requirements are designed to prevent the spread of electronic viruses and SPAM. You are encouraged to submit assignments as soon as possible, so that you may have adequate time to verify that your assignment was received, and if not, resolve the matter. Address the instructor by her proper title in your electronic correspondence. Emails received by Dr. Reed on weekends and holidays may not be answered until the next work day. If Dr. Reed replies to an email during weekends or holidays, this is done so as a courtesy to the student.
12. Undergraduate students: For exams and assignments, any spelling and/or grammar errors will result in a deduction of ½ point, each. Graduate students: For exams and assignments, any spelling and/or grammar errors will result in a deduction of 1 point, each.
13. Blackboard or instructor-created Websites will be used extensively in CSD coursework for posting assignments, outside readings, quizzes, tutorials, and discussions. Blackboard or the course Website should be checked daily for announcements and/or assignments. If you have difficulty accessing or using Blackboard or a course Website, please see the instructor during office hours. Students must become accustomed to checking email (and for other information) on a regular basis, in order to become well-rounded preprofessionals. Be prepared for class and do not leave class to print the lecture outlines.
14. Class attendance: The absentee policy will be enforced, and the instructor reserves the right to deduct points from the final grade when a student does not comply. In cases where such deductions occur, the policy will be enforced for all students in a course so as not to "single out" any individual. Examples: for a 3-credit course that meets 3 times per week, you are allowed 3 unexcused absences. For a 3-credit course that meets once per week, you are allowed 1 unexcused absence. For 2-credit courses that meet twice per week, 2 unexcused absences are allowed. If you arrive late for a class session (by less than 15 minutes), it is your responsibility to ask the instructor to amend her attendance record to reflect tardy; otherwise, the absence will stand as recorded. For each absence beyond the amount permitted by the university, ½ (0.5) point will be deducted from the final course average. Tardiness: Every 3 tardies for a class that meets 3 times per week = 1 absence, and will follow the same deductions of points as stated for attendance, counting toward overall absences, as will the examples that follow. For classes that meet once per week, 1 unexcused tardy is permitted. For classes that meet twice per week, 2 tardies are permitted. If you arrive late to class, do not walk in front of the instructor, as this is disrespectful behavior. If you are tardy by 15 or more minutes, you will be considered absent for the entire class session, and you may be asked to exit the classroom. Arriving late for class disrupts the flow of the lecture and concentration of classmates. The literature reveals a correlation between class attendance and mastery of the course material. Tardiness for exams: After 15 or more minutes, a make-up exam will be required, and you must address the professor upon your late arrival for the exam. If a classmate has already exited the exam when you arrive, then the integrity of the exam has been compromised, and a make-up exam will then be necessary for you. For all acts involving time, the instructor's watch or clock is the determinant. If you are going to be late for class, or will not be attending class, do not call or text asking other students to inform me of this. Communications should be made directly to Dr. Reed, unless the student is somehow incapacitated. Each unexcused absence

- and/or tardy beyond the permitted amount will each result in ½ (0.5) point deduction from the final course average, even if the deduction(s) drops the letter grade.
15. Acts of academic dishonesty will be punished according to university policy. APA 6th edition-style parenthetical citations and references MUST be used. ALL work and ideas of others MUST be properly credited, or plagiarism will be assumed. Any and all borrowed, paraphrased, and/or quoted material from other individuals and sources must be properly and fully cited (parenthetically and reference listing); otherwise, point deductions, a grade of 0 (zero) for the paper and/or course, and possible expulsion from the CSD Program and/or the university may result. Academic dishonesty also includes cheating in any form. Copying a classmate's work or inappropriately collaborating on assignments of any type where the end products are significantly similar is cheating. If Dr. Reed suspects cheating during any exam, your paper will be taken, and you will be asked to depart the testing environment. A grade of 0 (zero) for the exam and/or course, potential review, at Dr. Reed's discretion by the AAMU Judiciary Committee, and possible expulsion from the CSD Program, Graduate School, and/or the university may result. Cheating during exams includes, but is not limited to, looking at the exam papers of others, viewing notes by self or others, "cheat sheets," writing on self, desks, and personal property, using mobile devices, and so forth. Dr. Reed will apply the appropriate standard of proof, which will be based upon her observance(s) of the incident. Does the information cause Dr. Reed to believe that it is more likely than not that the student cheated? The policy provided herein is offered as advanced notice and warning that suspected cheating during any and all exams will not be tolerated in any way.
 16. Class sessions will not be cancelled. In the event of an instructor's absence, another individual will deliver the lecture and/or an assignment will be given.
 17. For undergraduate and graduate students: If a grade of "D" or below is obtained as the midterm and/or final grade, a Competency Remediation Plan (CRP) must be completed and signed by the instructor and student. This is performed to facilitate the student achieving the best outcome possible for the course, and is a component of the CSD Program's formative/summative assessment procedure.
 18. For undergraduate students: Students initially enrolling in Communicative Sciences and Disorders Program coursework must have an overall grade point average (GPA) of 2.5 or above. Undergraduate students must maintain an overall GPA of 2.5 in order to graduate from any program within the College of Education, Humanities, and Behavioral Sciences at Alabama A&M University. In addition to this School requirement, CSD majors must maintain an overall GPA of 3.0 in CSD coursework. For graduate students: Graduate students must maintain a 3.0 in order to graduate.
 19. Students enrolled in CSD 202 or CSD 500 must take a speech-language-hearing screening examination. Failure to comply with the screening requirement will result in a deduction of 3 points from the final course grade in CSD 202/500. The purpose of this screening is to identify any speech, language or hearing problem that may interfere with a students' academic or clinical progression in the Program. Students must demonstrate the ability to speak Standard American English intelligibly including modeling of all English phonemes. Students will be enrolled in the AAMU Speech and Hearing Clinic free of charge if test results deem intervention necessary.
 20. If you plan to audio and/or video record class sessions and/or lectures (including in-person or via distance technologies), using any device (Webcam, digital recorder, mobile device, etc.), you must request permission from Dr. Reed before doing so. Posting or uploading the information to any other computer or server is prohibited, including YouTube, etc. Any permitted recording must be erased promptly after the related exam is scored and returned.
 21. Especially for graduate students, only one grade of "C" is allowed across the entire graduate program. **Dr. Reed will not succumb to pressure to alter any grade or the final average IN ANY COURSE (graduate or undergraduate); please do not make this request of her, even in cases where your graduation/program completion or prospective career may be delayed.**
 22. After you complete an exam, please do not congregate outside the classroom (e.g., in the hallway) to discuss the test. Other students are likely inside the classroom taking the same exam and may be disrupted or overhear your conversation, particularly when you are discussing and comparing "answers."
 23. Your attendance is expected for the duration of the entire semester, i.e., through the completion of final exams and the official close of the semester, according to the university calendar. You should not schedule vacations and/or trips, which includes purchasing airline tickets, that will conflict with the duties, expectations, and responsibilities you are required to fulfill as a student in this course, this

- semester. Dr. Reed will not provide advice or guidance regarding purchasing tickets or planning trips.
24. Recorded lectures are captured during a moment in time, meaning they are static. URLs may have changed, and it is possible that content, particularly news-related items, have been updated since the recording date. Please be mindful of the nature of these recordings.
 25. Leaving the classroom during exams: Please be sure to use the restroom, get tissues, and so forth BEFORE exams. If you leave the room for any reason during an exam, then Dr. Reed assumes you are finished taking the exam, and you must submit your exam paper.
 26. Materials made available by Dr. Reed, digitally, via Blackboard, and/or hard copy, are not permitted for upload to any other sites.

COURSE OUTCOMES

The student must demonstrate competencies in the areas listed in the Student Learning Outcomes.

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

ATTENDANCE POLICY

A student is permitted one (1) unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. See policy 14 for additional information.

TUTORIAL ASSISTANCE

Tutorial assistance for undergraduate courses can be obtained from the Tutorial Assistance Network (TAN), a subsidiary of the Office of Academic Support Services. TAN is located in Room 100C Buchanan Hall. The telephone number is 256-372-5487.

GRADE DETERMINATION

(Tentative and subject to change, based on number of exams, content, participation, and so forth)

Course Requirements	Points Awarded	Percent of Total
Exam 1	will vary according to content	25%
Exam 2		25%
Exam 3		25%
Exam 4		25%
TOTAL	varies with content	100%
Grading Scale		
Percent of Points	Number of Points	Grade
89.5% or higher	268.5 points or higher	A
79.5 – 89.4%	238.5 – 268.2	B
69.5 – 79.4%	208.5 – 238.2	C
69.4 – 59.5%	208.2 – 178.5	D
59.4% and below	178.2 and below	F

DESCRIPTION OF SPECIFIC ASSIGNMENTS

Will be disseminated with the assignments.

COURSE OUTLINE (TENTATIVE AND SUBJECT TO CHANGE)

Dates*	Topics	Assignments (ungraded)
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*Dates are tentative.

Week 1	<i>The Professions of SLP & Audiology Code of Ethics; Scope of Practice; Professional Issues</i>	read chapter; review lecture; formative
Week 2	<i>Typical and Disordered Communication</i>	read chapter; review lecture; formative
Week 3	<i>Communication Development Exam (summative)</i>	read chapter; review lecture; formative
Week 4	<i>Assessment & Treatment</i>	summative
Week 5	<i>Childhood Language Impairments Exam</i>	read chapter; review lecture; formative
Week 6	<i>The Voice & Voice Disorders</i>	read chapter; review lecture; formative
Week 7	<i>Anatomy & Physiology Exam (summative)</i>	summative
Week 8	<i>Fluency Disorders</i>	read chapter; review lecture; formative
Week 9	<i>Disorders of Articulation & Phonology Dysarthria/ Apraxia</i>	read chapter; review lecture; formative
Week 10	<i>Neuroanatomy/ Aphasia</i>	summative
Week 11	<i>Aphasia/Traumatic Brain Injury (TBI)/ Dysphagia/Dementia Exam (summative)</i>	
Week 12	<i>Cleft Lip & Cleft Palate</i>	
Week 13	<i>Augmentative & Alternative Communication Audiology & Fundamentals of Hearing</i>	
Week 14	<i>Catch up and review</i>	
Week 15	<i>Catch up and review</i>	
Week 16	<i>Exam (Final; summative)</i>	