

64 Proposal #
(Academic Affairs use only)

s20apss6 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
<u>SLP</u>	<u>5xx4</u>	<u>Neuro Comm Disorders</u>

Course Title: (full title of course if longer than 30 characters)
Neurogenic Communication Disorders

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 51.0203 Major 3730

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

Neurogenic Communication Disorders provides a detailed study of the neurological and physiological bases of neurogenic communication disorders. Topics include evaluating the motor, cognitive, and communication features associated with the aphasias, dysarthrias, and apraxia. It also presents the study of the procedures for evaluation and treatment of neurogenic communication disorders in adults including the aphasias, dementias, traumatic brain injury, and right hemisphere syndrome.

Speech-Language Pathology

Department submitting the proposal

Amy Thomas
Person to contact with questions

Athomas57@uco.edu
email address

X5241
Ext. number

Approved by:

Shesha Beliele 7/21/2020
Department Chairperson Date

Naifa Kent Kelly 8/18/20
College Curriculum Committee Chair Date
(Please notify department chair when proposals forwarded to dean.)

Shanna Cobb 8/18/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

42

1. Does this course have an undergraduate / graduate counterpart?
 Yes No
2. Is this proposal part of a larger submission package including a program change?
 Yes No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____
5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
 n/a

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
 n/a

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
 n/a

9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May May not
 Major Code:

3	7	3	0								
---	---	---	---	--	--	--	--	--	--	--	--

11. Which of the following student classification(s) may enroll in this course?
 Check all that apply:

Graduate	(2) 19 + hours	<input type="checkbox"/>
Graduate	(1) 0-18 hours	<input checked="" type="checkbox"/>
Post Baccalaureate *		<input type="checkbox"/>
Senior		<input type="checkbox"/>
Junior		<input type="checkbox"/>
Sophomore		<input type="checkbox"/>
Freshman		<input type="checkbox"/>

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	<input checked="" type="checkbox"/>
Admission to Nursing Program	<input type="checkbox"/>
Admission to Teacher Education	<input type="checkbox"/>
Other	<u>Program permission required.</u>

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)
- Students must recognize that each major course addresses specific knowledge and skill outcomes required for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC). The "Course Outcomes and Competencies" for this course address the following ASHA Standards for the Certificate of Clinical Competence (CCC):
- Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
- Standard IV-C: The applicant must have demonstrated 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: articulation, fluency, voice and resonance, including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) In speaking, listening, reading, and writing, hearing, including the impact on speech and language, swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), augmentative and alternative communication modalities.
- Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention and 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.
- Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Course Detail Information:

14. **Contact Hours (per week)**

- 4 Lecture hours (in class)
 Lab hours (also studios)
 Other (outside activities)

15. **Repeatable course.**

- 1 Number of times this course can be taken for credit.

16. **Schedule type: (select one only)**

- Activity P.E. (A)
 Lab only (B)
 Lecture/Lab (C)
 Lecture only (L)
 Recitation/Lab (R)
 Student Teaching (:STU)
 Studio Art/Design (:XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)
 n/a

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)
 n/a

19. The UCO Library has the required library resources available for this new course?
 Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
 From Jean Longo on 1/16/2020: We do have resources to support your class. See this research guide for Speech Pathology that includes a list of journals related to that area of study. <https://libguides.uco.edu/speech>
 We have a copy of *Assessment of Communication Disorders in Adults* on the 3rd floor to check out.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.
 Linda Sealey, Amy Thomas

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:
 No additional faculty required. Specific competencies include advanced experience and knowledge of neuroanatomy, anatomy, medical SLP, and neurocognitive communication disorders.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.
 No new costs, we currently have the staff to teach the course as we are combining two courses into one.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.
 n/a

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	2022
Fall	15-30	15-30
Spring		
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

In aligning with national trends for our major – Speech-Language Pathology – we are combining our Aphasia I and II courses into one comprehensive course. This will also allow us to add in other courses that will satisfy the national Accreditation standards for our discipline.

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<u> X </u>
Leadership	<u> X </u>
Research, Scholarly and Creative Activities	<u> X </u>
Service Learning and Civic Engagement	<u> </u>
Global and Cultural Competencies	<u> X </u>
Health and Wellness	<u> X </u>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	Students will utilize these skills through written communication in tests as well as in class assignments as they develop professional reports while analyzing professional journals or videos assigned in class for use in assessment of their skills.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	This course will build upon the foundation laid in undergraduate school in the areas of speech and language.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	Students are asked to perform scholarly reviews of subject matter discussed in this class. They are asked to perform group tasks collaborating on a given assignment determining possible diagnoses and treatment. The instructor works closely with them to assure understanding and provide feedback and support.

University of Central Oklahoma
College of Education and Professional Studies
Donna Nigh Department of Advanced Professional and Special Services
Speech-Language Pathology
Fall 2021

Catalog Number and Title: SLP 5xx4 – Neurogenic Communication Disorders

Credit Hours - 4

Course Prerequisites

Graduate standing - permission required.

Instructor

Mrs. Amy Thomas

Cell: 226-4560 (you can text message me)

E-mail: athomas57@uco.edu

Catalog Description of the Course

Neurogenic Communication Disorders provides a detailed study of the neurological and physiological bases of neurogenic communication disorders. Topics include evaluating the motor, cognitive, and communication features associated with the aphasia, dysarthrias, and apraxia. It also presents the study of the procedures for evaluation and treatment of neurogenic communication disorders in adults including the aphasia, dementias, traumatic brain injury, and right hemisphere syndrome.

Textbooks

Introduction to Neurogenic Communication Disorders (8th ed.), R.H. Brookshire, Mosby, 2007. (Required)

Assessment of Communication Disorders in Adults (2nd ed.), M. N. Hegde, D. Freed, 2017. (Required)

Supplementary References (Optional)

- *Liebman's Neuroanatomy Made Easy and Understandable* (7th ed.), S.D. Gertz, Pro-Ed, 2007.
- *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*, Sacks, O., New York: Touchstone, 1970.
- *Clinical Management of Neurogenic Communicative Disorders*, Johns, D., Boston: Little, Brown & Co., 1985.
- *Language Intervention Strategies in Adult Aphasia*, 3rd ed., Chapey, R., Baltimore: Williams & Wilkins, 1994.
- *Neuroscience for the Study of Communication Disorders*, Bhatnagar, S.C. and Andy, O.J. Baltimore: Williams & Wilkins, 1995.
- *Terminology of Communication Disorders: Speech — Language — Hearing* (4th ed.). Nicolosi, L., Harryman, E., & Krescheck, J. Baltimore: Williams & Wilkins, 1996.
- *Neurology for the Speech-Language Pathologist* (2nd ed.), Love, R.J. and Webb, W.G., Boston: Butterworth-Heinemann, 1992.
- *Reference Manual for Communicative Sciences and Disorders*, Kent, R.D., Austin: Pro-Ed, 1994.

Learning Activities

Major Topics Discussed

1. Neuropathology and etiologic factors associated with aphasia, dysarthrias, apraxia, RHS, TBI, and dementia.
2. Characteristics used in diagnosis/classification of aphasia, dysarthrias, apraxia. RHS, TBI, and dementia.
3. Principles of neurological examination related to identifying etiologies and characteristics associated with the aphasia, dysarthrias, apraxia. RHS, TBI, and dementia.
4. Factors in diagnosis/classification of adult neurogenic speech and language disorders.
5. Formal and informal evaluation of speech-language disorders associated with aphasia, right hemisphere damage, traumatic brain injury and the dementias.
6. Management of speech-language disorders associated with aphasia, right hemisphere damage, traumatic brain injury, and the dementias.

Instructional Techniques and Methods

1. Lectures
2. Discussion
3. Demonstration
4. Independent and collaborative research
5. Class presentations
6. Outside group assignments
7. Short video presentations

Assignments & Methods of Evaluation

1. Examinations: Three objective/written examinations. Each examination counts equally toward the final grade. Exams will be primarily objective multiple choice, although short listing or brief essay may be included where appropriate. Exams will not be comprehensive, although mastery of subsequent material relies heavily on the student's understanding of the previous material. (300 points)
2. Neurological Case Study: A case study of a clinical patient presenting with a disorder covered in the course will be presented in small group format. The group will complete a set of questions concerning the patient and the case. This assessment is considered the "final exam" for the term. This assessment can earn up to 50 points.
3. Two written report projects: This will be a written report integrating information in a case study format regarding etiology, symptomatology, assessment, and treatment of a selected diagnosis. The paper should detail the medical history, evaluation data, treatment approaches, and outcomes. Each paper will be assessed based on content, style, and mechanics. Each paper should have a different diagnosis format chosen from the following types: TBI, CVA, RHS, or Dementia. The grade from these papers will be equivalent to an additional test grade for each one (200 points).
4. Treatment notebook: You will be responsible for developing treatment ideas/strategies for each major area. This notebook will be a resource for you moving forward – more detailed information available via D2L (100 points).
 - a. Outside assignments: Three abstract journal articles from related professional journals (e.g., AJSLP, JSHR, JMSLP) with one from three of the following topics: a) dysarthria, b) apraxia, c) aphasia, d) TBI, e) RHS, and f) dementia. Abstracts will be graded as "satisfactory – unsatisfactory". Unsatisfactory scores can result in a reduction of overall points.
 - b. Behavioral Coding of speech-language characteristics associated with dysarthrias, aphasias, apraxia, and neurological deficits – assignment to be discussed in class. This project can earn 20 points.
5. Attendance: Because this is a course in the major, consistent attendance is mandatory. One absence will be permitted. For every absence beyond this, the overall points applied to the final grade will be reduced by the equivalent of one-half letter grade, i.e. 22 points.
6. Grading Scale as follows: A = 100-92, B = 91-82, C = 81-72, D = 71 = 62, F = 61-0

Minimum Grades: A minimum grade of C or better is required to apply major courses to the graduate degree. A GPA of 3.00 must be maintained in courses taken for graduate credit.

You are responsible for information discussed in lecture and class, in class activities, in reading assignments.

Conceptual Framework: Reflective, Responsive, and Resourceful – Preparing outstanding professionals who are reflective, responsive, and resourceful.

TRANSFORMATIONAL LEARNING OBJECTIVES (a.k.a. UCO's "Central Six" Tenets)

At the University of Central Oklahoma, we are guided by the mission of helping students learn by providing Transformative Learning experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning places students at the center of their own active and reflective learning experiences through active engagement in the teaching-learning interchange to gain discipline knowledge, scholarly, creative, and research pursuits, leadership, global competency, healthy lifestyles, and service to others.

Central Six Tenets of Transformative Learning

This course addresses the following tenets:

1. Discipline Knowledge: students will explore, discuss, and practice the techniques, conventions and processes needed for an advanced knowledge in neurogenic communication disorders that will include evaluation and treatment techniques of these disorders such as aphasias, dysarthrias, and apraxia.

2. Leadership: students learn how to present information fairly and civilly, to consider thoroughly and respond ethically to evidence of treatment practices and develop appropriate treatment plans based on specific diagnoses.
3. Problem Solving (Research, Scholarly, and Creative Activities): students learn to analyze specific diagnoses and determine the appropriate treatment methods that may be evidenced based to utilize to address a determined plan of care based on the diagnosis and identified problem. They will also create a Behavioral Coding sheet of behavioral characteristics of types of neurogenic based communication disorders.
4. Service Learning and Civic Engagement: students consider the impact of treatment on the greater good of the society and the affect their services have on effecting change for specific individuals. They may also consider the ethical considerations behind initiating or ceasing treatment based on things such as motivation, payment, and patient preferences.
5. Global and Cultural Competency: students will examine cultural difference and how they may affect an individual's feelings regarding the disease and recovery process.
6. Health and Wellness: students will determine how treatment for specific disease may impact a person's intellect, emotions, and spirit that give human existence vitality and meaning.

ASHA Knowledge and Skills Assessment (KASA) – Course Outcomes and Competencies

Students must recognize that each major course addresses specific knowledge and skill outcomes required for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC). The "Course Outcomes and Competencies" for this course address the following ASHA Standards for the Certificate of Clinical Competence (CCC):

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

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

1. **Articulation**
2. Fluency
3. Voice and resonance, including respiration and phonation.
4. **Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication, and paralinguistic communication) in speaking, listening, reading and writing**
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
7. **Cognitive aspects of communication (attention, memory, sequencing, problem- solving, executive functioning)**
8. **Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)**
9. Augmentative and alternative communication modalities.

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated 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.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Course Outcomes and Competencies *

1. Students will demonstrate understanding of the neuropathologies, including acute events, insidious processes and traumatic injuries, which result in disordered human communication. ASHA: IV-C.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
2. Students will demonstrate understanding of the etiological, neurological and behavioral bases for classifying the dysarthrias. ASHA: IV-C.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**

3. Students will demonstrate understanding of the major schemes (Traditional/Dichotomous, Boston, Geographical, etc.) for classifying the aphasias. ASHA: IV-C.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
4. Students will demonstrate understanding of the historical and conceptual role of theories of localization, equipotentiality, and connectionism in explaining the aphasias. ASHA: IV-C, IV-D; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
5. Students will demonstrate the ability to identify the neurological bases, behavioral and linguistic characteristics of the aphasias, dysarthrias, and apraxia. ASHA: IV-C.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
6. Students will demonstrate the ability to identify the neurological bases, behavioral and linguistic characteristics associated with traumatic brain injury, right hemisphere syndrome, and the dementias. ASHA: IV-C.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
7. Students will demonstrate understanding of the basic principles and procedures in neurological evaluation of neurogenic disorders of communication, including interpretation of information obtained through medical history, neurological examination and laboratory procedures. ASHA: IV-D.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
8. Students will demonstrate understanding of the significance of related neurological conditions, including agnosia, visual field defects. ASHA: IV-C, IV-D.; OCTP-SLP: 1.1, 1.2. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
9. Students will demonstrate understanding of the physiological bases of normal changes in communication behaviors associated with aging. ASHA: IV-B. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
10. Students will demonstrate understanding of the physiological bases of adult neurogenic communication disorders, including the aphasias, apraxias, dysarthrias, dementias, and non-dominant hemispheric syndromes. ASHA: IV-B. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge)**
11. Students will demonstrate understanding of the role of behavioral, medical, and laboratory findings in differentiating among adult neurogenic communication disorders. ASHA: IV-C, IV-D. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge, Problem solving, Health and Wellness)**
12. Students will demonstrate knowledge of the principles and procedures for the administration and interpretation of specific speech-language instruments (Minnesota, PICA, Boston, Sklar, CADL, etc.). ASHA: IV-D. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge, Problem solving)**
13. Students will demonstrate understanding of informal procedures for obtaining, analyzing and interpreting behavioral data related to adult neurogenic communication disorders. ASHA: IV-D. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge, Problem solving)**
14. Students will demonstrate knowledge of the principles and procedures for treatment of specific adult neurogenic communication disorders. ASHA: IV-D. UCO Conceptual Framework: Reflective, Responsive, Resourceful. **(Discipline Knowledge)**
15. Students will demonstrate the ability to develop appropriate objectives, progress notes and recommendations based on treatment data. ASHA: IV-D. UCO Conceptual Framework: Reflective, Responsive, Resourceful. **(Discipline Knowledge, Problem solving, Leadership, Global/Cultural Competency)**
16. Students will demonstrate understanding of the principles and procedures for documenting treatment effectiveness for purposes of research and reimbursement. ASHA: IV-D, IV-G. UCO Conceptual Framework: Reflective, Responsive. **(Discipline Knowledge, Problem solving, Leadership)**

STUDENT RESPONSIBILITIES:

1. Students are responsible for all course information provided here and for all changes in this information announced in class and/or posted in D2L.
2. Students are responsible for all required readings listed *before* the assigned class meeting.
3. Students are responsible for all material presented in class lectures, handouts, course readings, and discussion. If you cannot attend class, it is your responsibility to arrange with a fellow classmate to get notes from that lecture and to pick up handouts, etc. from the instructor.
4. You may audio record any lecture. However, audio recorders are not permitted when tests, quizzes and test/quiz answers are being discussed.
5. **Please, turn off your cell phones and/or any device that gives an audible signal and remove them from the table tops during class time. Cell phones and other electronic devices should not be visible to others.** If a personal emergency exists, please, alert me to your situation (no details necessary) and you will be allowed to leave your device on "silent" during that class period. Please leave the room when taking a call or responding to a text. If you are unable to do this, please see me. The use of lap top computers must be restricted to only class concerns during class time. Failure to do so will result in the

student being required to discontinue use of the lap top during class time. ** Use of a cell phone or text messaging during an exam or quiz will result in a 'zero' grade.

6. It is expected that all students will conduct themselves in a manner that does not interfere with the ability of other students to benefit from instruction. In the event that a student's behavior becomes disruptive to the class, the final grade will be lowered at the instructor's discretion.
7. Students are expected to conform to appropriate classroom behavior as addressed in University of Central Oklahoma's Code of Conduct found <https://www.uco.edu/offices/student-conduct/files/codeofconduct-webfile.pdf>
8. Academic integrity: University of Central Oklahoma is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. Graduate Level and Professional Level ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration on homework or assignments, plagiarism, multiple submissions of the same assignment, cheating on examinations, fabricating information, helping another person cheat, having unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs. See: <http://sites.uco.edu/academic-affairs/students/expectations.asp> and Review the policy @ <http://sites.uco.edu/academic-affairs/mission/philosophy.asp> and at <https://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>
9. Accommodations for students with disabilities and/or ADA student accommodations, Final Exam Daily Limits, weather delay/closing policy, etc., can be found in the Student Information Syllabus Attachment @ <https://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>
10. Accommodation of Needs: UCO complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services at (405) 974-2516, located in the Nigh Univ. Center, Rm 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class. See also: <http://sites.uco.edu/student-affairs/dss/Student%20Resources/accommodations.asp>
11. Psychologically Safe Environment: Each student's questions and ideas are valuable and should be respected. It is essential that a safe environment is established to allow each student to question, challenge, and share ideas openly.
12. The Regent's Statement on Course Workload and Homework –OSRHEII-2-34 expects that a full-time college student will spend a minimum of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule. At least two hours of study are expected for every hour in class.

UCO Speech-Language Pathology Website

<https://sites.uco.edu/ceps/dept/Education-Programs/apss/slp/index.asp>

ADA Statement

"The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class."