

Department of Communication Disorders Sampled Faculty Development Plan

A. Self-Assessment

I am happy to be part of Brigham Young University. I especially enjoy the opportunity I have had to bridge the spiritual and intellectual progress for my students. I came to BYU from the University of Texas at El Paso where I was a professor for nine years. I earned tenure there and continued to develop as a scholar and educator before making the transition to BYU. My previous experience prepared me for the scholarly and educational environment at BYU and I continue to build on that foundation. I am passionate about working with students to optimize both their learning and growth as professionals and citizens in their communities. I came to BYU with productive collaborations and am working to create new collaborations. Teaching at BYU has been an adjustment for me. Over the course of my first year, I have become more comfortable incorporating the gospel into my classes with prayers, sharing scriptures, and bearing testimony when appropriate and in a manner that feels authentic to me. Resources such as devotionals and communications from the president, prophet, and other university leaders have helped support such efforts.

My overarching goal for this faculty development plan is to progress towards Continuing Faculty Status as I establish myself within the framework of BYU and continue my growth as a scholar and educator. The following sections outline my goals in the areas of Citizenship, Teaching, and Scholarship with plans for how I will accomplish these goals. Along with the broader BYU community, I have had to adjust some of my plans due to COVID-19. I was disappointed to miss out on the Spring Seminar that was cancelled. My mentor, David McPherson, was a good support to me and provided meaningful feedback to my goals and faculty development plan. We met every other week during the Winter and Spring terms before his retirement.

B. Professional goals

Citizenship

As a new faculty member, the Department of Communication Disorders limited my citizenship responsibilities during my first year at BYU. With that, my few committee responsibilities align with my teaching and research. I currently serve on the Diversity Committee in our department. The dean of the McKay School of Education, Dr. Mary Anne Prater, invited me to serve on the Multicultural Council in our college starting in January 2020. I have also served on two search committees for clinical educator positions in my department. These service opportunities have been an excellent fit with my scholarly interests without becoming overwhelming during my first year. Professionally, I am the current Editor of *Perspectives of the ASHA Special Interest Groups* for Special Interest Group (SIG) 14: Cultural and Linguistic Diversity. In this position, I also serve as a member of the Coordinating Committee of the Cultural and Linguistic Diversity SIG through the American Speech Language and Hearing Association. I will build on these opportunities during the next year. My overall **citizenship goal is to continue to contribute to**

the Department of Communication Disorders at BYU, and to my profession at the local and national level.

My specific citizenship plan includes the following items that have been strategically selected to align my citizenship efforts with my teaching and research interests and pursuits.

1. Continue to serve as Editor of *Perspectives of the ASHA Special Interest Groups* for Special Interest Group 14: Cultural and Linguistic Diversity
2. Continue to Serve on the Multicultural Council of MSE
3. Continue to serve on the Department Diversity committee
 - As part of my responsibilities on this committee, I will mentor two new TAs for the department with a focus on supporting diverse students
4. Continue to serve as an ad hoc reviewer for journals in my field such as *Language, Speech, and Hearing Services in Schools*, *Communication Disorders Quarterly*, and *International Journal of Speech-Language Pathology*
5. Identify a meaningful service opportunity in the local community related to my professional and research interests (I recognize the increased difficulty of this item in relation to COVID-19.)

Teaching

This past year, I had the opportunity to teach the following courses: COMD 350: Developmental Language Disorders (Fall, 43 undergraduates; Winter, ~70 undergraduates); COMD 494R: Research Experience (Fall, 3 undergraduates; Winter, 5 students); COMD 636: Multicultural Issues in Speech Language Pathology (Spring, 20 graduate students); and COMD 699R: Master's Thesis (Spring, 1 student). Over the course of the next year, I will add a second graduate level course, COMD 679: School-Age Language Disorders; ~23 graduate students), as well as 2-3 additional thesis students (COMD 699R).

COMD 350: Developmental Language Disorders is an undergraduate class. At my previous institution I was responsible for all the child language content across multiple courses. COMD 350 contains content that I have taught for 9 years but in a different sequence. I had to cover more content in the semester than I had previously which was an adjustment for me. I was also used to teaching the course for 3 hours once a week and transitioned to teaching twice a week at BYU. My first course represented a significant transition for me as far as sequencing material. I was also uncertain about how to directly incorporate the gospel into my teaching being new to BYU. I have worked at public institutions for the past 2 decades. I received both positive and negative feedback during the Fall course. My ratings were below the average of my department and well below my previous teaching experiences.

I made several adjustments to the course for the Winter semester. I reorganized the content in a sequence that was more realistic and logical. I also worked to frame the learning activities explicitly for the students. I grew more comfortable with supporting the spiritual development of my students using all the tools I now have available to me at BYU. My ratings were significantly higher for the Winter semester and fell in the average range of my department even with the sudden transition to remote learning. The average grade in the course was higher than the department average. Because of remote learning, I did error on the side of generosity as the

course had not been designed an online course. I plan to improve the rigor of the learning activities when I teach the course this fall.

COMD 636: *Multicultural Issues in Speech Language Pathology* is a graduate level course that I previously taught for 9 years at a Hispanic serving institution. Given the different student population, I reflectively adjusted some of the course content for my BYU students. The online format was a little challenging for a course that relies heavily on class discussion, but it worked. An additional challenge came at the end of May when protests and rioting started following the murder of George Floyd. This multicultural course provided a space for the students to discuss current events in general and how it impacted our field. I was a little uncertain how to proceed but knew that these dramatic events could not be ignored given the topic of our course. I prayerfully determined how to proceed, and the students expressed gratitude to me for addressing the events and then broadening our discussion to related issues. These sentiments were expressed after class, in emails, and in the comments on the course evaluation. Overall, the student ratings for this course were above the average of the department.

As I move forward with my teaching, **my overall goal is to improve the rigor of my learning activities and assignments.** The following areas will be targeted for improvement in my teaching plan.

1. I will read *Creating Significant Learning Experiences: An Integrated Approach to Designed College Courses* by L. Dee Fink. I selected this book from the Center for Teaching and Learning from the recommendations from faculty in a workshop I attended and because I want to focus on the learning experiences in my courses.
2. I will ensure that every learning experience is tied to a specific Learning Objective for the course and present that information to the students. I worked on the learning objectives after watching several CTL workshops on the teach anywhere website and in conjunction with Ken Plummer, my college's CTL consultant.
3. I will prepare my new course on Learning Suite for the Winter semester (COMD 679: School-Age Language Disorders).

Scholarship

I have established a successful research program focused on language learning in bilingual children and improving culturally responsive practices with bilinguals. I have secured internal and external funding over the years including a \$1.2 million grant from the Office of Special Education Programs. I was awarded an MSE Research Grant (\$40,000) in January 2020. I have published 19 articles and 1 book chapter. I have 3 active research collaborations and present 2-3 times per year at national conferences. I have directly mentored many students in research over the years including 3 doctoral students, 20 thesis students, and over 30 undergraduate students.

My overall goal for Scholarship is **to continue my line of research to expand knowledge in the field of speech language pathology and to provide high quality research experiences to students.** I will accomplish this goal by focusing on published in Tier 1 journal and continuing my research projects.

1. Submit my IRB proposal, *Diagnostic Accuracy of Spanish NWR in Bilingual Children*, after identifying a partner. This has been extremely difficult for me during COVID-19.

My project was to take place in public schools I have emailed schools with little success. I realize that schools are overwhelmed and not concerned with my research. I cannot submit my IRB proposal until I have a partner. I have readjusted my plans to approach speech language pathologists instead of principals and then work up into administration. I will try to identify research participants through flyers, phone, and email. We will pilot data collection via ZOOM for a few participants and then determine if we can proceed for the rest of the school year in this format.

2. Submit a revision of the paper, *Language-Specific Knowledge Affects Word Recall in Narratives*, to *Language Speech and Hearing Services in Schools*. This paper reflects my work in the area of language learning in bilingual children.
3. Submit the manuscript, *Changes in Student Perceptions of a Vulnerable Population following an Interprofessional Education Experience*, to the *Journal of Allied Health*. This paper is in the final draft stages and I am the first author.
4. I completed the work on a small grant from the University of Texas at El Paso in May and my collaborators and I are writing the manuscript for which I am the first author. This paper will be submitted to the *American Journal of Speech Language Pathology*.
5. Employ and mentor 5 research assistants this Fall on my MSE Research Grant.

C. Relationships between individual goals and department and university aspirations and needs

The personal goals I have outlined in this Faculty Development Plan are well aligned with the mission and aims of BYU. I work closely with both undergraduate and graduate students at BYU. Mentoring students is the most rewarding aspect of my job. By achieving the goals in this plan, I will provide inspiring learning opportunities to students in the classroom and in my research lab. My citizenship goals will help me establish and integrate myself into the BYU and local community while maintaining my professional roles. Improving the quality and rigor of my learning experiences as part of my teaching goals, students will gain critical thinking skills necessary to make good clinical decisions. My research goals will allow me to provide intellectually stimulating experiences for students as they prepare to go into the professional world. My desire is to influence their learning and development in a way that leads to lifelong service and learning. My goals also align with the mission and outcomes of the Department of Communication Disorders. My efforts will help students become ethical speech language pathologists who are highly qualified to meet the needs of a diverse population with communication needs. Joining BYU has also allowed me to directly access spiritually strengthening practices in the classroom. I did not appreciate the joy this would bring to my life. I hope to continue my development as a professor at BYU in a way that will bring students closer to the spirit and positively impact my community.

D. Resources needed

The Department of Communication Disorders has provided lab space, equipment, and supplies to set up my research lab. TA support has been essential in my teaching efforts. I applied for and was awarded a McKay School of Education Research Grant to provide funding for research assistants, participant incentives, and supplies. The grant preparation team in the MSE was

instrumental in helping me prepare my proposal so quickly. As previously discussed, I have had difficulty establishing community partners to get my project up and running due to COVID-19. I have brainstormed how to creatively find new sources for partners. A faculty member in my department has offered to help me connect to individuals working in the schools so I can move forward with data collection. I will need continued support to fund students working in my research lab to be successful.

E. Activities and accomplishments so far in achieving the goals

During my first year at BYU, I was finishing up two grant projects from my previous institution and had to travel there several times to conduct the research activities. Even so, I was able to hire a research assistant at BYU from my faculty Research Grant (MSE) in January. I have had 10 students volunteer in my research lab this year and several will be working for me in the Fall. I have submitted 3 articles for publication with 1 accepted and 2 in the process of completing requested revisions. I have attended several workshops provided by the CTL and the Faculty Center. These workshops and meetings have helped acclimate me to BYU. My mentor has met with me every other week during Winter and Spring which has helped me complete this plan. After disappointing student ratings in the Fall, I significantly increased these scores in the Winter and Spring, while teaching remotely. I continue to have an impact on my field through my service to my professional association. This evidence points to my success at BYU thus far. I recognize that I have room to grow. I believe the goals outlined in this faculty development plan will help me continue my progression to the students and my field.

F. Comments on measures of success

BYU has provided a supportive environment during my first year. I could not have imagined the events of the past few months with COVID-19 and the effect it would have on the way I teach and conduct my research as well as on the students and their lives. Yet, I recognize the great opportunities for growth such challenges create. I look forward to the coming year and my continued development to serve the students during these challenging times and in the future.

Citizen Project

As I seek to contribute to my department in a meaningful way, I have valued serving on the Diversity Committee for the department. The COMD department has been supportive of our committee efforts. We will have two graduate TAs mentoring undergraduate students this year. I will be mentoring and supervising the TAs. We aim to increase the support offered by the department to our diverse students including first-generation college and male students. My citizenship project will include the following.

1. I will meet with the graduate TAs regularly. I will provide their training and structure for mentoring undergraduate COMD students. This will be accomplished with an eye toward sustainability.
2. I will balance these responsibilities with other mentoring responsibilities I have to my course TAs and RAs.
3. I will report to the Diversity Committee regularly and make needed adjustments.
4. I will report to the COMD faculty at the end of Fall 2020 about our progress and to receive feedback.

Scholarship Project

At this point in my career, I have research projects completed with manuscripts to prepare as well as new data collection projects. Balancing my efforts in these different areas is an ongoing process. My scholarship project will focus on both current data collection and manuscript preparation to balance these efforts. My scholarship goal is **to continue my line of research expanding knowledge in the field of speech language pathology and to provide high quality research experiences to students.**

With that in mind, my plans for the rest of 2020 include:

1. Writing goals
 - a. Submit a revision of the paper, *Language-Specific Knowledge Affects Word Recall in Narratives*, to *Language Speech and Hearing Services in Schools*. This paper reflects my work in the area of language learning in bilingual children.
 - b. Submit the manuscript, *Changes in Student Perceptions of a Vulnerable Population following an Interprofessional Education Experience*, to the *Journal of Allied Health*. This paper is in the final draft stages and I am the first author.
 - c. I completed the work on a small grant from the University of Texas at El Paso in May and my collaborators and I are writing the manuscript for which I am the first author. This paper will be submitted to the *American Journal of Speech Language Pathology*.
 - d. I will implement various strategies in meeting these goals including keeping a writing log to document progress and meeting with my writing group weekly for increased accountability.
2. Data collection goals
 - a. Submit my IRB proposal, *Diagnostic Accuracy of Spanish NWR in Bilingual Children*, after identifying a partner. This has been extremely difficult for me during COVID-19. I cannot submit my IRB proposal until I have a partner. I have readjusted my plans to include going through speech language pathologists instead. I will try to identify participants through flyers, phone, and email. We will pilot data collection via ZOOM for a few participants and then determine if we can proceed for the rest of the school year that way.
 - b. Employ and mentor 5 research assistants this Fall on my MSE Research Grant. I will meet with students regularly, train them on new protocols and provide opportunities for students to present research in lab meetings.

**Brigham Young University
McKay School of Education
Communication Disorders**

COMD 350

Developmental Language Disorders

Fall 2020

Credit Hours: 3

Prerequisites: COMD 330 & COMD 332

Schedule: T (Tuesdays will primarily be online. There will be 3 skills days when we will meet at 9:30- 10:45 AM in 3106 JKB.)
TH 9:30- 10:45 AM (Thursday class will be held via ZOOM)

Instructor:

Office:

Office hours: Tuesday 2:00-3:00pm

Wednesday 10:30 am -11:30am

E-mail:

Course Description: This course provides an introduction to and overview of the field of developmental language disorders (DLD) in children. We will cover the following topics:

- Current approaches to the treatment of DLD in children
- Specific types of problems experienced by children with DLD
- Current methods of assessment of DLD, including both formal and informal procedures
- Current methods of intervention with DLD
- The efficacy of various intervention approaches
- Review of some specific intervention procedures

ASHA Standards Addressed: IV-B, IV-C, IV-D, IV-E, IV-F

Learning Outcomes:

- Students will demonstrate knowledge of the linguistic, academic, and social **problems associated with developmental language disorder**.
- Student will describe general **models of developmental language disorder**.
- Students will describe **service delivery issues** in the assessment of developmental language disorder.
- Students will demonstrate knowledge of **assessment procedures** to perform the following tasks: screening, qualifying a child for intervention services, determining goals in intervention, predicting the need for future intervention, and measuring progress in intervention.
- Students will describe several **approaches to the treatment** of developmental language disorder (e.g., focused stimulation).

Required Text/Software:

Paul, R., Norbury, C., & Gosse, C. (2018). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating*. (5th Ed), St. Louis, MO: Mosby.

*This book is available electronically from the library.

<https://www.sciencedirect.com/book/9780323442343/language-disorders-from-infancy-through-adolescence>

SALT Software- This software can be accessed in 3 ways

1. McKay building computer lab (188 MCKB)
2. Cloud apps @ byu
3. A student version of SALT can be purchased from www.saltsoftware.com.

Recommended Text:

Miller, J. F., Andriacchi, K., & Nockerts, A. (2019). *Assessing language production using SALT software: A clinician's guide to language sample analysis (3rd Edition)*. Madison, WI: SALT Software, LLC..

*This book is included with any purchase of SALT software or available in printed format from www.saltsoftware.com

Required Readings:

American Speech-Language-Hearing Association (n.d.). *Readings from the practice portal*. Available from www.asha.org/practice-portal.

Eisenberg, S. L. & Guo, L.Y. (2013). Differentiating children with and without language impairment based on grammaticality. *Language, Speech, and Hearing Services in Schools, 44*, 20-31.

Fey, M.E., Warren, S.F., Bredin-Oja, S.L., & Yoder, P.J. (2017). Responsivity education/Prelinguistic Milieu Teaching. In R.J. McCauley, M.E. Fey, & R.B. Gillam (Eds.), *Treatment of Language Disorders in Children* (pp. 57-86). Baltimore, MD: Brookes.

Hoffman, L.M., Ireland, M., Hall-Mills, S., & Flynn, P. (2013). Evidence-based speech-language pathology practices in schools: Findings from a national survey. *Language, Speech, and Hearing Services in the Schools, 44*, 266-280.

Holyfield, D., Brooks, S., & Schluterman, A. (2019). Comparative effects of high-tech visual scene displays and low-tech isolated picture symbols on engagement from students with multiple disabilities. *Language, Speech, and Hearing Services in the Schools, 50*, 693-702.

Kapantzoglou, M., Restrepo, M. A., & Thompson, M.S. (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language, Speech, and Hearing Services in the Schools, 43*, 81-96.

Peña, E.D., Bedore, L.M., & Lugo-Neris, M.J. (2017). Language intervention for school-age bilingual children: Principles and application. In R.J. McCauley, M.E. Fey, & R.B. Gillam (Eds.), *Treatment of Language Disorders in Children* (pp. 245-274). Baltimore, MD: Brookes.

Spencer, T.D., Peterson, D.B., & Adams, J.L. (2015). Tier 2 language intervention for diverse preschoolers: An early-stage randomized control group study following an analysis of response to intervention. *American Journal of Speech Language Pathology*, 24, 619-636.

Methods of Instruction: Lecture, active participation, outside reading. Learning Suite capabilities will be used for this course. Readings should be completed prior to coming to class. Students will be expected to participate in class discussions and activities with the knowledge gained from the readings.

Methods of Evaluation:

Formative evaluation will involve labs, presentations, and written examinations. Summative evaluation and the final grade will be based on the percentage of points accrued across the course of the semester. Your final grade will be based upon performance on the following:

Assignment	Points	Number	Total points	Percentage of final grade
Practical Labs	20	5	100	25%
Quizzes	20	3	60	15%
Exams	60	3	180	45%
Group Presentation	40	1	40	10%
Reading Checks	4	6 (drop 1)	20	5%
Total points possible			400	100%

Final grades will be determined as follows:

A = 93%	B = 83%	C = 73%	D = 63%
A- = 90%	B- = 80%	C- = 70%	D- = 60%
B+ = 87%	C+ = 77%	D+ = 67%	

Practical Labs: Lab assignments will require students to apply to apply course content in a clinical context. Some labs will use the SALT software for language sample analysis. Students may purchase the software, use the computers in the McKay computer lab, or the BYU cloud apps to complete the labs. Labs will involve a type of language analysis, treatment plan and/or a written narrative summary.

Quizzes: Quizzes will be administered via Learning Suite and will be open book/notes.

Exams: Exams will be administered in the testing center and will be comprised of multiple choice, matching, short answer, and essay questions.

Group Presentation: Students will prepare an evidence-based project in groups. Students will read studies focused around a specific diagnostic or treatment topic and present them in class. They will also prepare a handout for their classmates.

Reading Checks: Reading checks will be administered 6 times throughout the semester during the first few minutes of class. Students will be asked if they are current in the readings for the course and then asked two questions from the reading. These will not be announced in advance and cannot be made up. The lowest score will be dropped.

COURSE POLICIES:

Reading: All readings should be completed **prior to** class.

Recording in class: You must have permission from Dr. ___ for any audio or video recording or still photography. Lectures, assignments, tests, etc. used for this class are the intellectual property of Dr. ___ and any guest speakers. In addition, receiving permission for such recording demonstrates proper respect.

Attendance & Participation: Regular attendance is essential for success in the course. Out of politeness to your fellow students, you are strongly encouraged to arrive promptly and be prepared to start class on time. If you must come in late or leave early, please do so with a minimum of disruption. Cell phones should be turned off and personal conversations should be limited during class time. Laptop computers will be permitted for note taking only. I will try to make the class as interactive as possible. You are encouraged to participate in class discussions as well as small-group discussions. You may be called on during class to answer questions. If this is a problem for you, please see me after class on the first day.

Late Policy: Assignments will be collected at the BEGINNING of the class on the day they are due. 25% of the grade will be deducted if the assignment is late. It will not be accepted more than 1 week late. Late assignments should be submitted directly to Dr. _____. **NOTE: Make-up exams and quizzes will only be given in the case of an emergency and will not be given unless prior notice is given to the instructor. In the event of an emergency, notify the instructor as soon as possible about rescheduling the exam. Appropriate documentation will be required in order to reschedule an exam.**

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct: In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Plagiarism: Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions.

Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment: "Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Academic Honesty: The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health: Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Inappropriate Use of Course Materials: All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Topic/Assignment Outline: This outline is **tentative** and may be modified throughout the course.

Date		Topic	Readings	Assignments/Tests
Week 1	9/1	Introduction to course Developmental Language Disorders		
	9/3	Models of DLD	Paul: pp 8-12	
Week 2	9/8	Models of DLD	Paul: pp 12-24	
	9/10	Characteristics of DLD	<i>ASHA PP: Spoken Language Disorders (read Overview thru Roles & responsibilities)</i>	
Week 3	9/15	Characteristics/Impact of DLD	Paul: 418-427	Lab #1
	9/17	DLD vs secondary language disorders	<i>ASHA PP: Late Language Emergence</i>	
Week 4	9/22	Principles of Assessment	<i>ASHA PP: Spoken Language Disorders (Assessment)</i> Paul: 289-294, 570	Quiz #1
	9/24	Assessment: purposes & early word learning	Paul: 30-34 (purposes) Paul: 210-212 (intentionality) Paul: 242-246; 253-257 (word combos)	
Week 5	9/29	Standardized assessments	Paul: 44-50	Lab #2
	10/1	Language sampling	<i>Eisenberg & Guo, 2013</i>	Quiz #2
Week 6	10/6	Skills Day		
	10/8	Criterion-referenced assessments	Paul: 449-452 (semantics) 457-460 (complex sentences) 475-477 (“metas”)	Presentations 1 & 2

			576-577 (figurative language)	
Week 7	10/13	Criterion-referenced assessments	<i>Kapantzoglou et al, 2012</i> Paul: 323-329 (pragmatics)	
	10/15	Review of assessment		Exam #1
Week 8	10/20	Principles of Intervention/Approaches	<i>ASHA PP: Spoken Language Disorders (Intervention)</i> Paul: 70-80, 630-633 (approaches)	
	10/22	Principles of Intervention/Approaches	<i>Hoffman et al., 2013</i> Paul: 80-90 Paul: 508-510	Lab #3
Week 9	10/27	Child centered	Paul: 74-75, 367-369	
	10/29	Child centered	Paul: 353-363 (goals)	Presentations 3 & 4
Week 10	11/3	Skills Day		Quiz #3
	11/5	Clinician directed	Paul: 363-366	
Week 11	11/10	Clinician directed	<i>Peña et al., 2017</i>	Presentation 5 & 6
	11/12	Hybrid	<i>Fey et al., 2017</i> Paul: 371-382	Lab #4
Week 12	11/17	Hybrid	<i>Spencer, Peterson & Adams, 2015</i> Paul: 513-544	Presentations 7 & 8
	11/19	Review of Intervention		Exam #2
Week 13	11/24	Skills Day		
	11/26	NO CLASS		
Week 14	12/1	Skills Day		
	12/3	Language intervention in secondary language disorders	Paul: 273-283	Lab #5
Week 15	12/8	Language intervention in secondary language disorders	<i>Holyfield et al., 2019</i>	Presentations 9 & 10
	12/10	Review for final		
	tbd	Exam #3 (Final Exam)		Exam #3 (Final Exam)