

A. Self-Assessment

I am delighted to be at BYU to have the opportunity to provide both spiritually strengthening and intellectually enlarging educational opportunities for students. My educational training in the areas of speech, language, and literacy have prepared me well for my academic career. I have developed several collaborative relationships with colleagues in my field and am on track to establish a strong, independent, programmatic line of research. I have a particular fondness of teaching and thoroughly enjoy my opportunities to interact with students both in and out of the classroom and/or laboratory. I believe that student learning is most optimal when students are engaged and invested in the material and can see how it applies to their future success, and this informs my teaching philosophy.

At present, my primary goals focus on improving the quality and rigor of my teaching and managing my time well such that I continue to be a productive scholar. I am striving to keep my contributions to teaching, scholarship, and citizenship appropriately balanced. Specifically, it is very easy for me to focus on teaching because it is an area of academia that I readily enjoy and also has ever-present deadlines (and student needs!). I am striving to be a more balanced scholar by giving appropriate attention to scholarship and providing a strong foundation for my programmatic line of research.

B. Professional Goals

- **Citizenship.** Per policy of the Department of Communication Disorders, new faculty are protected from significant departmental administrative duties. As a result, during this past year I have been limited to serving on two committees: a short-term faculty search committee and a long-term role on the department teaching committee. My department chair and I are on the alert for an appropriate college- or university-level service opportunity that will allow me to further my involvement beyond the department without putting undue time demands on me at this early stage of my career. As such, **my long-term citizenship goal is to continue to develop as a positive and contributing member of the faculty of the Department of Communication Disorders and to my profession on the local and national level.**

More specifically, my citizenship plan includes:

- Continue to attend and participate in departmental and college-level faculty meetings.
- Continue to serve on the department teaching committee.
- Continue to serve as a board member on the RiteCare of Utah, a community organization that provides speech and language services free of charge to children with speech and language deficits (Term 2018-2020).
- Continue to serve on the Speech Sound Disorders Topic Committee for the American Speech-Language-Hearing Association Annual Convention (ASHA 2018)
- Continue serving as an ad hoc reviewer for the following journals such as: *Language*, *Speech*, and *Hearing Services in Schools*,

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American Journal of Speech-Language Pathology, Journal of Speech, Language, and Hearing Research, Journal of Communication Disorders, International Journal of Speech-Language Pathology, and Clinical Linguistics and Phonetics.

- Identify one appropriate college- or university-level service opportunity that will further my involvement beyond the department at an appropriate level given my current career stage.

My choice to serve in each of these of capacities is strategic in that:

- 1) It allows me to positively contribute in ways that capitalize on my individualized strengths and expertise, and
- 2) each of these opportunities provide for continued growth and networking opportunities at the university, community, and professional levels.

- **Teaching.** This past year, I had the opportunity to teach the following courses: COMD 330 (Language Development, Fall; ~70 undergraduates); COMD 351 (Speech Sound Disorders, Fall/Winter; ~100 undergraduates across two sections; COMD 699R (Master's Thesis, Fall, Winter, Spring; mentoring 1 graduate student on her thesis project).

Over the course of the next year, I will add a graduate level seminar course in Phonology (COMD690; ~20 graduate students) as well as 2 additional thesis students (COMD 699R).

- a. COMD 330 is an undergraduate course in *Language Development* that I have taught prior to teaching at BYU and this past year I was able to further develop the course. I had many materials already created and received additional materials from colleagues that helped support the course development. COMD 351 is an undergraduate course in Speech Sound Disorders, and is my primary area of expertise. This has been my first opportunity to teach this course so this year has been spent developing and honing this course. When I interviewed at BYU, I noted and discussed a gap in the graduate curriculum, the absence of a graduate level course in phonology, with Department Faculty. I was recently notified that the Department Curriculum Committee has made accommodations for me to teach a graduate level course in phonology beginning spring 2019. This course is a new course prep, which I am beginning now. The aim of this seminar course will be to provide students with a discussion-oriented in-depth critical analysis of current practices in speech pathology for treating children with speech production deficits.

The feedback from students for both *Language Development* and *Speech Sound Disorders* has been positive. For both courses, students reported an appreciation for the clinical/real-world application of core principles we discussed in class. Although these courses are both taught at the undergraduate level, prior to when students are undergoing clinical training, a core part of my teaching philosophy is that student learning is maximized when students are thinking critically (and clinically!) at the outset of their professional learning.

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That said, my overall course GPAs have thus far been higher than department and college average, which causes me concern regarding the rigor of my courses. I have been working with Ken Plummer and Bryan Bradley at the Center for Teaching and Learning to specifically target improving my assessment practices as a first step to address this. Bryan and I are currently meeting on a regular basis to apply sound assessment practices to revise my current exams in COMD 350.

Overall, my long-term teaching goal is to improve the rigor of my coursework while helping students achieve their highest potential spiritually and intellectually. Toward that end, I have identified two targeted areas for improvement in my teaching plan.

1. Improve the rigor of my courses
 - a. Related to this goal, I will read *Assessing Student Learning* by Linda Suskie to better understand how to write strong and sensitive assessments to better quantify true student learning.
 - a. Outcome measure: overall course GPAs should align more closely with department expectations.
 2. Provide spiritual strengthening in addition to intellectually enlarging opportunities while teaching
 - a. Having never attended or taught at BYU prior to my faculty appointment, the idea of incorporating overt spiritual discussion into my teaching is still very novel to me. Now that I have one year of teaching under my belt, I would like to increase the spiritual quality of my student interactions both in and out of class. Consistent with Alan Wilkins research on spiritual engagement in the classroom, it is important to me that spiritual experiences in the classroom and with my students are authentic and sincere, and not canned or forced. I am wary of measuring the *quantity* of “spiritualness” because of the importance to me of providing authentic spiritual experiences. To address this, I have set a goal to read *Educating Zion* to better internalize the spiritually strengthening aspect of college education at BYU.
 - a. Outcome measure: As I prayerfully consider ways to invite the Spirit into my teaching opportunities (both in large class settings and one-on-one student settings), I will keep a running log in a document on my computer of ways the Spirit guides me during my teaching and include any student feedback (e.g., student emails regarding spiritual comments, etc.) in this log.
- **Scholarship.** My overarching area of programmatic research concerns speech and language development and its impact on literacy development in children. As I am establishing myself as an independent researcher, I have found many collaborative opportunities both at the university and with colleagues in my profession. As I have considered these and other collaborations, I frequently do an inward check to ask whether a potential collaboration aligns with my overall programmatic research. This has led to 3 ongoing primary collaborative projects.

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1. I have maintained a working relationship with my postdoctoral mentor in the area of investigating underlying cognitive processes of children with dyslexia. Currently, this project is investigating the role of working memory in dyslexia. As I move forward, however, I will continue to explore additional underlying processes such as speech perception. Importantly, this line of work involves both collaborative efforts with my postdoctoral mentor as well as extensions into other areas with other collaborators.
2. I have established an independent (from my PhD and postdoctoral work) collaboration with a colleague in New Jersey studying speech perception in children with severe speech sound disorders. Together we are creating and validating foundational assessment tools that will better quantify speech perception in multiple populations, including children with speech sound disorders and/or dyslexia.
3. I have established a collaborative relationship with Dr. Steven Luke, a psychology professor here at BYU, investigating pre-literacy behaviors in young children with language impairment using eye-tracking measures. As I am a clinician at heart, ultimately my goal is to understand how research can support the development of efficacious interventions to mitigate impacts on literacy outcomes for children with speech and language deficits. This collaboration provides an important foray into naturalistic literacy environments (e.g., storybook reading) that will set the stage for future possibilities to investigate intervention practices.

To succeed in scholarship, it will be essential that I *manage my time wisely* to successfully navigate these ongoing collaborations as well as maintain my productivity for timely publication of results associated with these projects. A wise mentor has counseled me to continuously consider three facets (or bins) of my scholarship:

- 1) Projects with data that is analyzed and being written for publication.
 - 2) Projects that are currently undergoing data collection for future analysis and development into a manuscript for publication.
 - 3) Projects that are in development and written into grant proposals to be funded.
- So long as I have projects in each of those bins, my productivity should stay active.

With that in mind, **my long-term scholarship goal is to establish and maintain a programmatic line of research that will expand knowledge in the field of speech-language pathology, expose students to high quality research opportunities.**

More specifically, my scholarship plan includes:

- Finish data analysis and manuscript preparation for *Characterizing nonword repetition errors in children with dyslexia* (Summer-Fall 2018).
- Collect pilot data (*Global speech perception in children with speech delay and/or dyslexia*) in support of NIDCD R15 or R03 grant submission (Fall 2018-Winter 2019).

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- Conduct data collection and begin manuscript preparation for *Storybook Comprehension in children with and without language impairment: Evidence from eye-tracking* (Fall 2018-Winter 2019).
- Present findings at two research conferences (Society for the Scientific Study of Reading, American Speech Language Hearing Association Annual Convention).
- Mentor graduate students in thesis projects.
- Mentor undergraduate students in guided research experiences including data collection, analysis, and dissemination.
- Draft NIDCD R15 or R03 grand submission (Winter-Spring 2019).

C. Relationship between goals and department and university aspirations/needs.

- My personal goals align well with the mission and aims of BYU. It is my privilege as an Assistant Professor to interface directly with students at both the undergraduate and graduate levels. Each of the goals outlined above ultimately is designed to improve my ability to meet student needs and provide them the kind of educational experience they are seeking at BYU. My citizenship goals allow me to more fully integrate into the university, the community, and with my professional community which will help me further enlarge my own spiritual and intellectual capacity to serve students. By improving the rigor of my courses, students will build character and develop skills that will not only allow them to progress and learn in my class, but also to apply those skills for lifelong learning both in and out of our field. By intentionally focusing on making my courses more spiritually enlarging, I aim to help students recognize the eternal significance of the work we do in our field. Lastly, the field of speech pathology is reliant on sound research practices to ensure that individuals with communication disorders receive the most efficacious treatment to improve their quality of life. By excelling in scholarship, and providing students the opportunity to participate in that scholarship, I hope to be an instrument to bring light and knowledge to BYU and beyond.

D. Resources needed

The Department of Communication Disorders has provided a shared lab space, equipment, supplies, and student funding to begin my research program. Moreover, I have applied for internal funds through the McKay School of Education and received a faculty grant (MSE Research Grant), two student Mentored Undergraduate Research (MUR) grants, and an additional mentored student (ORCA) grant. Such funds have allowed me to get several projects up and running. Because many of these projects require interaction with children with and without communication disorders, it is essential that students working in my lab undergo extensive training to qualify for data collection procedures. Ongoing support to fund students is necessary to encourage long-term commitments to research participation from students. I will need an ongoing budget to fund student wages and supplies to continue my productivity.

E. Activities and Achievements

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- During my first year at BYU, I have sought out multiple opportunities to further my professional development. I have participated fully in the Fall and Spring New Faculty seminars. I have taken advantage of the Research Development series offered by BYU, including attending several lunch workshops where various aspects of research were discussed (e.g., grantwriting; understanding funding mechanisms; etc). I applied for and was accepted into an elite mentorship program within our professional organization (ASHA) and attended a 3-day grantwriting workshop in Washington DC to further hone my grantsmanship skills. My department has provided me with a faculty mentor who has met with me regularly to answer questions and provide guidance. As evidence in the above sections, I believe my citizenship, teaching, and scholarship performance are on track at the present time. There is, however, room for growth in and progression in each of these areas. I have outlined these areas above. The proposed plan below is aimed to help me maximize my productivity and overall contribution to the students and mission of BYU.

F. Comments on Measures of Success

BYU has been extremely supportive during my first year on faculty, at the university, college, and departmental levels. I look forward to continued opportunities for growth and to further support my professional development so I can better serve BYU students and the university.

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CITIZENSHIP PROJECT

I believe there is power in working together, thus, I highly value being a contributing citizen in whatever capacity I can at the University, in the community, and in my profession. One of the biggest challenges I have had during my first year is being careful to not overcommit myself, given my current career stage. I have counseled frequently with my department chair and faculty mentor when opportunities arise to make sure I am careful with my time commitments. As a result, I have identified a handful of service opportunities that both allow me to capitalize on my strengths and what I have to offer, while also serving my needs professionally.

My current citizenship project addresses three levels of involvement:

1. Departmental: Become a more active participant of the Department Teaching Committee by conducting at least one faculty teaching evaluation.
2. College/University: Identify, with guidance from my department chair and faculty mentor, an appropriate college or university level service opportunity.
3. Professional: Serve on the Speech Sound Disorders Topic Committee for the American Speech-Language-Hearing Association, November 2018.

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SCHOLARSHIP STRATEGIES PROJECT

To succeed in scholarship, it will be essential that I *manage my time wisely* to successfully navigate ongoing collaborations as well as maintain my productivity for timely publication of results associated with these projects. A wise mentor has counseled me to continuously consider three facets (or bins) of my scholarship:

Bin 1: Projects with data already collected and is now being written for publication.

Bin 2: Projects that are currently undergoing data collection for future analysis and development into a manuscript for publication.

Bin 3: Projects that are in development and written into grant proposals to be funded.

With that in mind, **my long-term scholarship goal is to establish and maintain a programmatic line of research that will expand knowledge in the field of speech-language pathology, expose students to high quality research opportunities.**

More specifically, my scholarship plan for the next year includes:

- Finish data analysis and manuscript preparation for *Characterizing nonword repetition errors in children with dyslexia* (Summer-Fall 2018). [**Bin 1**]
- Collect pilot data (*Global speech perception in children with speech delay and/or dyslexia*) in support of NIDCD R15 or R03 grant submission (Fall 2018-Winter 2019). [**Bin 2**]
- Conduct data collection and begin manuscript preparation for *Storybook Comprehension in children with and without language impairment: Evidence from eye-tracking* (Fall 2018-Winter 2019). [**Bin 2**]
- Draft NIDCD R15 or R03 grand submission (Winter-Spring 2019). [**Bin 3**]

Method to complete these goals:

- Schedule writing time into my calendar
- Keep a writing log to document writing progress and goal achievement
- Check in monthly with my faculty mentor to discuss writing/publication progress

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Brigham Young University
Communication Disorders
COMD 351: Disorders of Articulation and Phonology (3 credits)
Fall 2017
Tues/Thurs: 3:00 – 4:15
Class Location: JKB 3106

Instructor Information:

Name, Ph.D., CCC-SLP
Email: Name@byu.edu
Phone: (801) 422-0507
Office: 161 TLRB
Office Hours: T/Th 1:30 – 2:30, or by appointment

TA Information:

Amber Prigmore
Email: acprigmore@gmail.com
Phone: (760) 975-9743
Office hours: T/TH 10:00 – 11:00 am, location: TLRB 109

Course Description:

The purpose of the course is to introduce students to the study of the disorders of articulation and of phonological processes. This course will include the study of normal phonological development and normal acquisition of speech sounds in addition to the study of phonological simplification processes and disordered articulatory patterns. Functional and organic parameters of speech sound disorders will be discussed including etiology, characteristics, assessment tools and techniques, therapeutic intervention, and service delivery models. Course material is presented in relation to traditional and current approaches to clinical intervention and research. The role of the speech language pathologist in addressing cultural, professional, and ethical issues will be included.

Learning Outcomes:

1. Students will demonstrate knowledge regarding the nature of speech sound disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
2. Students will demonstrate knowledge regarding the principles and methods of the *assessment* of speech sound disorders, using both formalized and non-formalized methods.
3. Students will demonstrate knowledge regarding the principles and methods of speech sound disorders *intervention*.
4. Students will demonstrate knowledge regarding the relationship between phonology, language, and literacy development.

Required Text:

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Pena-Brooks, A., & Hegde, M.N. (2015). *Assessment and Treatment of Speech Sound Disorders in Children*. (3rd Ed). Austin, TX: Pro-Ed.

ISBN: 978-1-4164-0580-1

Additional Readings will be announced in class before they are due. All readings will be made available on Learning Suite.

- This textbook is required and will not be available on Learning Suite, so students will need to obtain a copy.
- Additional supplemental readings, as assigned, will be made available on Learning Suite.
- Students are responsible for reading the assigned chapter/readings before the class for which it is assigned.

Suggested/Optional Text:

Secord W. (2007). *Eliciting sounds: Techniques and strategies for clinicians* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.

COURSE REQUIREMENTS

Students have the opportunity to earn 300 points in this class. The assignments and points allocated are outlined below.

Requirement	Due Date	Points	Percentage of Final Grade
Transcription Quizzes (6)	See Course Schedule	60 (12 points each, lowest score is dropped)	20%
Assessment Project			
Standardized	11/2	45	15%
Non-standardized	11/28	45	15%
Intervention Project	12/7 12/12	45	15%
Exams			
Exam #1	9/28 – 10/2	30	10%
Exam #2	11/3 – 11/6	30	10%
Final Exam	12/14-12/20	45	15%
TOTAL POINTS		300	100%

1. **Quizzes** (60 points total). There will be 6 quizzes (each worth 12 points) throughout the course of the semester (see Course Schedule for dates). The lowest quiz grade will be dropped. Quizzes will be taken **live IN CLASS**. The quizzes will primarily comprise transcription of both typical and disordered

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speech. Students late to class will not have the opportunity to redo any quiz items missed.

2. **Assessment Projects** (90 points total).
 - a. **Standardized.** Working individually or in pairs, students will conduct a thorough standardized assessment of a child. Details of this assignment will be provided at the time it is assigned and also made available on Learning Suite.
 - b. **Non-standardized.** Working individually, students will conduct an informal non-standardized assessment of a child with speech production errors. Details of this assignment will be provided at the time it is assigned and also made available on Learning Suite.
3. **Intervention Project** (45 points total): Based on a provided case example of a child with a speech sound disorder, students will act as clinician and determine an appropriate intervention approach to use with that child. Students will determine appropriate goals, objectives, and sample therapy activities using their selected approach. Details of this assignment will be provided at the time it is assigned and also made available on Learning Suite.
4. **Exams.** (105 points). There will be three exams throughout the course of the semester. Exams 1 and 2 will be taken at the testing center. The final exam will be taken in class during our regularly scheduled exam time. All exams will be cumulative and cover information discussed in lecture, class activities, and readings. Study guides and review sessions will be provided prior to each exam. Please see Course Schedule for exam dates.
5. **Extra Credit Option** (+15 points). If you are desiring an opportunity to make up points, you may submit a comprehensive review of a Research Article related to Speech Sound Disorders. Requirements for this extra credit opportunity are made available upon request. Simply contact the instructor for the assignment (this is so that I know who to expect the extra credit from!) and it will be provided. No extra credit will be accepted before 10/31/17.

COURSE POLICIES

1. **Attendance is required.** Students are strongly encouraged to ask questions and actively participate in class discussions. The aim of this course is to help students critically engage with theories of language development through exposure to content and discussion. Attendance is critical to success in this course. In-class assignments cannot be made-up unless you have a documented illness or an emergency. Please communicate with the instructor in the event that you need to miss class.
2. **Assignment Policies.** Assignment details and due dates are listed in the course schedule and the Canvas calendar. Late assignments will incur a 20% points deduction for each day late. Assignments submitted more than five days late will not be accepted and will incur a score of 0 points. If you have a legitimate medical reason or other unforeseen circumstance making it impossible for you to hand an assignment in on time, you must contact the instructor as soon as that situation becomes apparent and discuss options for an extension. An extension

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will only be granted for significant medical or family emergencies documented by official paperwork (such as a doctor's note) and at the instructor's discretion.

3. **Course Flexibility.** Every attempt will be made to cover all the topics listed in the course outline. However, the instructor reserves the right to adjust the content of the course material and/or assignments should this be considered appropriate in order to meet the objectives of the course or the needs of the students.
4. **Professional Behavior.** All students are expected to behave in a respectful and professional manner during class times and in all personal or written interactions with fellow students and faculty. That includes not talking with each other during class and turning off cell phones. If you have an urgent matter that requires you to use your phone to text or place a call, please leave the classroom to do so.

UNIVERSITY POLICIES

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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

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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.

COURSE SCHEDULE

WEEK	DATE	TOPICS	READINGS	ASSIGNMENTS DUE
1	9/5	Course Overview; Introduction to Speech Sound Disorders and Terminology	CH 1 (pg 1-2, 5-9)	
	9/7	Phonetics Review	CH 2 (for review)	
2	9/12	Phonetics and Terminology Review	CH 3	Transcription Quiz #1
	9/14	NO CLASS – Dr. Name gone. ☹️		
3	9/19	Phonological Development: SSD in Natural Phonology	CH 3 Cont'd (pg 89- 106)	Transcription Quiz #2
	9/21	Speech Development: Prelinguistic, infant speech perception	CH 4 (pg 143 -149)	
4	9/26	Speech Development: Early production of sounds, Transition to early words	CH 4 Cont'd	Transcription Quiz #3
	9/28	Learning speech sound patterns (suppressing processes), intelligibility		
Exam #1 – Testing Center Open 9/28 – 10/2				
5	10/3	Assessment overview, screenings, OPE	CH 6 (pg 261-267)	Transcription Quiz #4
	10/5	Assessment: Standardized measures	CH 6 (pg 267 – 273)	

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6	10/10	Assessment: Standardized measures	CH 6 (pg 267 – 273)	Transcription Quiz #5
	10/12	Assessment: Informal, non-standardized measures	CH 6 (pg 273-280)	
7	10/17	Nonstandardized Assessment		Transcription Quiz #6
	10/19	Nonstandardized Assessment		
8	10/24	Assessment: Analysis and Interpretation	CH 6 (290 – 297)	
	10/26	Assessment: Differential Diagnosis, Types of SSD, prognosis, recommendations, etc	CH 6 (297-303)	
9	10/31	Intervention: Overview (aka What do we do now??)  <i>Eliciting Speech Sounds (ESS) – bilabials and alveolar stops /p, b, t, d/</i>	CH 7 (pg 339-357)	
	11/2	Intervention Principles Cont'd – Role of Nonspeech Oral Motor Exercises <i>ESS – velar stops /k, g/</i>	CH 7 (pg 358-366)	STANDARDIZED ASSESSMENT PROJECT – DUE Intervention Project Assigned
Exam #2 – Testing Center (Open 11/3 – 11/6)				
10	11/7	Specific Intervention Approaches: Traditional <i>ESS – fricatives /f, v, θ, ð/</i>	CH 8 (pg 401-412)	
	11/9	NO CLASS - ASHA		
Exam #2 – Online in Learning Suite (Open 11/9 – 11/13)				
11	11/14	Specific Intervention Approaches: Cycles Approach <i>ESS – fricatives /s, z/</i>	CH 8 (pg 413-419)	
	11/16	Specific Intervention Approaches: Phonological Contrast Approaches <i>ESS – palatals /j, ʒ/</i>	CH 8 (pg 419-429)	

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12	11/21	FRIDAY INSTRUCTION		
	11/23	NO CLASS – HAPPY THANKSGIVING!		
13	11/28	Specific Intervention Approaches: Stimulability and Complexity Approaches <i>ESS – affricates /tʃ, dʒ/</i>	CH 8 (pg 429-436)	NONSTANDARDIZED ASSESSMENT PROJECT DUE
	11/30	Specific Intervention Approaches: Core Vocabulary, naturalistic speech, and language-based approaches <i>ESS – glides and //</i>	CH 8 (pg 436-444, 448-451)	
14	12/5	Childhood Apraxia of Speech: Nature and identification <i>ESS - /r/</i>	CH 6 (306 – 313)	
	12/7	Childhood Apraxia of Speech: Treatment	CH 7 (381-385)	
15	12/12	Phonological Awareness: Assessment and Treatment	CH 9 (pg 453-474)	Intervention Project DUE
	12/14	Final wrap-up		
12/16 - 12/20 (closes at 6pm) FINAL EXAM On-line in Learning Suite				

Note: The instructor reserves the right to amend or modify the syllabus schedule and assignments as needed during the semester.

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COURSE DEVELOPMENT PROJECT: GRANT PROPOSAL

A core part of the COMD350 course is maximizing opportunities for clinical application to help students begin to start thinking clinically. A major assignment, the Standardized Assessment Project, requires every student to administer the *Goldman-Fristoe Test of Articulation-2*, a standardized articulation assessment, to a child between the 4-8 years of age. Student feedback has consistently rated this particular project as a very positive, though rigorous, learning experience for students. When I piloted this assignment, students were able to check out a copy of the assessment from the Communication Disorders clinic. Unfortunately, however, because of the size of my class (40-60 students depending on the semester), this put an undue burden on the clinic, and we have been asked to restrict our usage of the clinic assessments.

As a result, I am proposing the purchase of a copy of the *Goldman-Fristoe Test of Articulation-2* (\$318.00) for the sole use of my students to ease the burden on the clinic and allow my students unlimited access to a copy of the assessment.



I am proposing purchase of the test easel alone, which is \$318.00.