

East Asia from Prehistory to 1600

HIST 324

Fall 2015

Mary Louise Nagata

Office FH 209

Office hours M 9:30-11:20, 1:30-4, TTh 8:30-9:30 or by appointment.

E-mail mnagata@fmarion.edu

Course website: blackboard.fmarion.edu

1. Course explanation

This course will be a broad survey of East Asia from prehistory until 1600 and covers several thousand years in a short time. The main focus will be on China, Korea and Japan with some attention also to Mongolia and Southeast Asia. Gender is a necessary component of the course as Asian constructions of gender both vary within Asia and differ from the Western constructions you are familiar with. We will address the material chronologically skipping back and forth between regions as necessary, with focus upon interactions. The texts are meant to supplement and support lectures that may address a greater range of material than found in the texts. Questions on tests and the final exam will include material from both the readings and the lectures. Attendance is therefore mandatory to passing this course and you must keep up with the readings. See below for a detailed list of lecture topics and readings.

2. Texts

Required texts:

Patricia Buckley Ebrey, Anne Walthall and James B. Palais, *Pre-Modern East Asia: A Cultural, Social and Political History*, (Houghton and Mifflin 2008) 978-0547005393.

Wm. Theodore de Bary and Irene Bloom, *Sources of Chinese Tradition: from earliest times to 1600*, Vol. 1, (Columbia University Press, 1999) ISBN 0231109393.

Wm. Theodore de Bary et al. (eds), *Sources of Japanese Tradition*, Vol. 1, (Columbia University Press 2001). 0231121393.

Wm. Theodore de Bary et al (eds), *Sources of Korean Tradition*, Vol. 1, (Columbia University Press, 1997) ISBN 0231105673.

[Mary Louise Nagata, "Intersecting Communities: Gender, Family and the Socioeconomic History of Kyoto" unpublished]

3. Course Requirements and Grading

Questions 10%

3 discussion papers 45%

2 tests 20%

Final exam 25%

Questions – The course schedule states the general topics for each lecture and the assigned readings for each week. You are required to read them before the first lecture of the week and prepare 3 questions from those readings addressing the topics of the week

each week from the second week of class. You must do this for at least ten weeks of the semester for 10% of your grade. This is the easiest component of the course and supplies 10% of your grade. Don't neglect to do these!!

Discussion papers—Use primary sources from assigned sections of the primary source readers to discuss aspects of East Asian history. For the second and third paper you should also support your analyses with 2-3 academic research publications. All papers require a list of sources and footnotes to tell me where you got your information. No sources no credit! Find detailed instructions below. No electronic submissions will be accepted!! Late papers will receive a reduction in credit for each day they are late.

Tests—there will be 2 tests of 10 points each and 1 quiz with 5 questions taken from class discussion, reading assignments and lecture material. See course schedule below. If you miss a test, you must make it up by the end of the following week. No make-ups possible for the final quiz.

Final exam—the questions and topics on the exam will be taken from lectures, readings and discussions.

Extra credit—If you should miss a class, miss a question in a test or there is a topic you want to know more about, you are welcome to do some library research and write a short 3-5 page essay for extra credit. I recommend that you choose the topic of the class or test question you missed, but you do not need to limit your topics to this. All essay topics must address some aspect of Asian history, prehistory-1600. For all essays you must list and cite your sources, and the sources must be academic research publications. No sources, no credit; plagiarism will result in minus credit!!

Readings—You must read all readings from the general text Ebrey *et al.* Ebrey 1 means chapter 1 from the general text. There will be readings from a book I am writing for this class posted on blackboard identified as Nagata. These readings are required. Primary source readings will be for discussion and homework assignments. You do not need to read everything in all assigned chapters of the primary source readers. Instead choose sections that look interesting to you and useful for your homework assignments. In addition, there will be articles posted on Blackboard and other books made available for you to read in the bookshelf across from the classroom. The “Other” list identifies suggested readings from these books.

4. Course schedule

Segment 1

Week	Reading assignment	General topic	Other
8/26	Ebrey 1, China Sources 1, Nagata 1	Syllabus and introduction, Prehistory of East Asia	Barnes, Habu
8/31	Ebrey 2, China Sources 3-7	Classical Intellectual tradition, gender and Pre-Imperial China	Labor Day next Monday! Mann p3- 24
9/9	Ebrey 3, China Sources 8-14	Unification, Han dynasty, the Silk roads	Holcombe, Liu, Hinsch

9/14 General discussion and 1st discussion paper due. Using selections from *The Sources of Chinese Tradition* chapters 3-14, choose one of the classical intellectual traditions: Confucius, Mencius, Mozi, Daoism (Laozi and Zhuangzi), Xunzi, Legalists

(Li Si or Han Feizi). Briefly explain what it teaches in your own words and discuss what it says about ancient Chinese society and what you like or dislike about it. How did the interpretation change in the Han dynasty? You must be prepared to discuss your paper in class. (15 points with extra credit for presentation).

Segment 2

Week	Reading assignment	General topic	Other
9/14	Ebrey 4	3 kingdoms period and Introduction of Buddhism	<i>Romance of the Three Kingdoms</i>
9/21	Ebrey 5, China Sources 15-18	Sui and Tang dynasty	Adshead, Rothschild, Clements
9/28	Ebrey 6, Korea Sources Part I, Nagata 2	Korean 3 kingdoms unification and Japanese alliance	Farris <i>Sacred Texts 2</i> , Kidder 8

10/2 General discussion and test. This test will include essay questions.

Segment 3

Week	Reading assignment	General topic	Other
10/5	Ebrey 7, Japan Sources Part I	Early Japan, 400-800	Farris <i>Sacred Texts 1</i> , Kidder 10, Ooms, <i>Nihongi</i> ,
10/12 Fall Break!!	Ebrey 10, Japan Sources 9-12, Nagata 3	Heian Japan: society and culture. Marriage, Family and the Life Course of the Japanese elite	<i>Pillow Book of Sei Shonagon</i> , <i>Tale of Genji</i> , Adolphson, Goodwin
10/19	Ebrey 11, Japan Sources 14, Nagata 4	Kamakura Japan, Japanese Buddhism, , Rise of the Warrior class	Friday, Farris <i>Medieval Population</i>

10/26 General discussion on Ancient Japan and 2d discussion paper due. Using selections from *The Sources of Japanese Tradition* or from Japanese literature, choose some aspect of ancient Japanese society—rise of the warrior class, adaptation of Chinese administration, the cultural tradition, Buddhism, etc.—and write a short paper explaining it, why you think it is interesting and how it is significant to understanding ancient Japanese society. Japan borrowed and adapted many traditions and institutions from China and Korea. Is your choice a native one of these, the unexpected result of adaptation, or a native tradition? How did this aspect of Japanese society change the Chinese original, or what was particularly Japanese about it? Discuss how gender roles or constructions are reflected in it. You will need 3 or more academic research publications for this assignment and you must be prepared to discuss your paper in class. (15 points with extra credit for presentation).

Segment 4

Week	Reading assignment	General topic	Other
10/26	Ebrey 8, China Sources 19-21	Song dynasty China, Chingiss Qan	Golden
11/2	Ebrey 9, Korea	Koryo Korea before Mongols	

	Sources Part 2		
11/9	Ebrey 12,	China and Korea under the Mongols: Kubilai Qan and Yuan dynasty	

11/13 General discussion on Asia under the Mongols. Test

Segment 5

Week	Reading assignment	General topic	Other
11/16	Ebrey 13, Sources Japan 15-19, Nagata 5	Muromachi Japan, Civil War and reunification	Berry, Gay
11/23	Ebrey 14, Sources China 22-24	Ming dynasty China	Happy Thanksgiving 11/26!!
11/30	Ebrey 15, Sources Korea Part 3	Choson Korea, Japanese invasion	Mann

12/7 General discussion and 3d discussion paper due. Using appropriate sources from the primary source readers, discuss some aspect of East Asian society in China, Japan, Korea or all 3 (topically) after the Mongols that you find to be significant and interesting. What was its significance and what does this suggest to you of East Asian society in the 16th century? (15 points)

The final deadline for all work—extra credits, essays, make-ups, postings, etc.—is the last day of classes, Monday, December 7th at 5pm. **No work of any kind will be accepted after that time!!**

The final exam is scheduled for Wednesday, December 9th at 8:30-10:30.

5. Grading policies

You earn your grades based on the work you do. This is common sense: 1 quiz with 5 questions 5%, 2 tests 10 points each 20%, 2 postings each segment for 5 segments for 10%, 3 essays each worth 15 points for 45%, final exam with 20 questions worth 20% = 100%. A 90-100, B+ 87.5-89.9, B 80-87.4, C+ 77.5-79.9, C 70-77.4, D+ 65.5-69.9, D 60-65.4. Less than 60% is an F.

While attendance is not a component of your grade, missing class will mean that you miss material you will need to successfully fulfill the course requirements. Attendance is your responsibility and the decision to come or not or to drop or not is also yours. If you miss a lot of class or find yourself missing assignments, consider dropping. You may withdraw from the course until November 16th. You will **not** automatically be dropped for poor attendance and any student on my rolls at the end of the semester will receive whatever grade s/he earned based on the work I have received.

Books available for supplementary readings

Gina Barnes, *The Rise of Civilization in East Asia: The Archaeology of China, Korea and Japan*, (London, UK: Thames and Hudson Ltd. 1999).

Junko Habu, *Ancient Jomon of Japan*, (Cambridge University Press 2004).

Charles Holcombe, *The Genesis of East Asia, 221 B.C.-A.D. 907*, (University of Hawai'i Press 2001).

Xinru Liu, *The Silk Road: Overland Trade and Cultural Interactions in Eurasia*, (American Historical Association 1998).

Bret Hinsch, *Women in Early Imperial China*, (Rowman & Littlefield 2002).

S. A. M. Adshead, *T'ang China: The Rise of the East in World History*, (Palgrave Macmillan 2004).

Jonathan Clements, *Wu: The Chinese Empress who Schemed, Seduced and Murdered Her Way to Become a Living God*, (Sutton Publishing, ©Muramasa Industries 2007).

N. Harry Rothschild, *Wu Zhao: China's Only Woman Emperor*, (Pearson Education 2008).

William Wayne Farris, *Sacred Texts and Buried Treasures: Issues in the Historical Archaeology of Ancient Japan*, (University of Hawai'i Press 1998).

J. Edward Kidder, Jr., *Himiko and Japan's Elusive Chiefdom of Yamatai: Archaeology, History, and Mythology*, (University of Hawai'i Press 2007).

Herman Ooms, *Imperial Politics and Symbolics in Ancient Japan; The Tenmu Dynasty, 650-800*, (University of Hawai'i Press 2009).

Karl F. Friday, *Hired Swords: The Rise of Private Warrior Power in Early Japan*, (Stanford University Press 1992).

Mikael Adolphson (ed), *Heian Japan: Centers and Peripheries*, (University of Hawai'i Press 2007).

Janet R. Goodwin, *Selling Songs and Smiles*, (University of Hawai'i Press 2006).

Stephen Turnbull, *Samurai Women, 1184-1877*, (Osprey Publishing 2012).

William Wayne Farris, *Japan's Medieval Population: Famine, Fertility, and Warfare in a Transformative Age*, (University of Hawai'i Press 2006).

Peter B. Golden, *Nomads and Sedentary Societies in Medieval Eurasia*, (American Historical Association 1998).

Mary Elizabeth Berry, *The Culture of Civil War in Kyoto*, (University of California Press 1997).

Suzanne Gay, *The Moneylenders of Late Medieval Kyoto*, (University of Hawai'i Press 2001).

Susan Mann, *Women's and Gender History in Global Perspective: East Asia, (China, Japan, Korea)*, (American Historical Association and the Committee on Women Historians 1999).

Hist 324 "Traditional East Asia" as a Gender Studies course

This course addresses China, Japan and Korea from prehistory to 1600.

The politics of Ancient China revolve around powerful aristocratic families and the efforts of a central state to control them. These include marriage and inheritance politics and constant immigration and invasion from central Asia. The power of the aristocracy

within a unified imperial Chinese state revolved around marriage politics and was finally broken by China's only female emperor. In the process, China's moderately patriarchal society took on even stronger patriarchal characteristics. Even so, China also has a history of female warriors in the provinces and various ethnic minorities that include matrilineal and even matriarchal societies.

One of the central historical conundrums of Japanese history has been the status of women. When Japan came into history, and the glimpses of proto-historical Japan, show ruling queens or female emperors as often as ruling kings / male emperors until 800. After 800 women no longer appear to have political power in Japan, but women continued to fight among the men as warriors and work among the men as merchants and artisans. Women also owned, inherited and controlled property, but the position of women in Japanese society declined from at least 750 until 1700. The questions are, how Japanese society and the construction of gender in Japan was so different from China or Korea, Japan's closest neighbors, why this changed over time without becoming just like the other two societies.

Korean gender history falls in between China and Japan. Korean society appears to have been more like Japan at first, but – possibly due to much more intense engagement with China including long periods of Chinese domination – soon became more patriarchal like China. However, Korean patriarchy also differed from Chinese patriarchy with class playing a much stronger role in Korea than in China. When, for example, China's only female emperor was on the throne, both Korea and Japan had female rulers. However, Korea's ruling queen represented traditional aristocratic power and Japan's ruling empress was a war leader and innovator trying to “modernize” her country according to 8th century constructions of “modernity.”

So, although the course is a survey of the political, legal, institutional, economic, social, intellectual and religious histories of these 3 societies and their interactions, the differing constructions of gender and how they change over time are essential components of all these histories.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Physics and Astronomy Date Aug. 28, 2015

Course No. or Level Physics 320: Computational Statistical and Thermal Physics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 220, 301, 314, Math 203, and a programming course (CS 190, 212, or 226) or permission of the department

Enrollment expectation 8

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute Physics 306
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Larry Engelhardt

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2017

Date of School/Department approval Aug. 27, 2015

Catalog description:

- Purpose:
1. For Whom (generally?) – **Physics majors**
 2. What should the course do for the student?
Provide students with the necessary background in statistical and thermal physics that is necessary to succeed in graduate level courses in thermodynamics & statistical mechanics in physics & engineering.

Teaching method planned: Students will solve problems using both analytical and numerical methods and they will communicate their results via written reports. Class time will involve lecture as well as students working problems on the board, on computers, and in groups.

Textbook and/or materials planned (including electronic/multimedia):

- 1) *An Introduction to Thermal Physics*, by D. Schroeder. (**required**)
- 2) *Statistical and Thermal Physics*, by H. Gould and J. Tobochnik (can be downloaded for free in PDF format from www.compadre.org/stp).
- 3) *Fundamentals of Statistical & Thermal Physics*, by F. Reif (will be on reserve in library).
- 4) *Thermal Physics (2nd Ed.)*, by C. Kittel and H. Kroemer (will be on reserve in library).
- 5) *Thermal Physics – Energy and Entropy*, by D. Goodstein (will be on reserve in library).

Course Content: In this course, students will learn about physical properties and processes that depend on temperature. This area of physics is called “thermal physics” and it includes topics such as pressure, entropy, the laws of thermodynamics, engines, refrigerators, phases of matter, and phase transitions. Students will learn how these macroscopic phenomena arise as a result of the microscopic interactions within complex many-particle systems. This is called “statistical physics” and it involves probabilities, statistical ensembles, classical and quantum distribution functions, the partition function, and free energy. Throughout this course, computers will be used to produce numerical solutions, to create plots and animations, and to communicate results.

PHYS 320, Computational Statistical and Thermal Physics, Spring 2017

Instructor: Dr. Larry Engelhardt

Email: lengelhardt@fmarion.edu

Office: 103E Leatherman Science Facility

Phone: 661-1452

Office Hours: MWF 9:30 – 11:30 AM; TTh 8 – 9:30 AM

Additional office meeting times will *happily* be arranged by contacting me via phone or email (both given above) or by talking to me immediately after class. If possible, try to let me know before coming for an office visit, just to make sure that you will be able to find me.

Course objectives:

In this course, you will learn about physical properties and processes that depend on temperature. This area of physics is called “thermal physics” and it includes topics such as pressure, entropy, the laws of thermodynamics, engines, refrigerators, phases of matter, and phase transitions. We will see how these macroscopic phenomena arise as a result of the microscopic interactions within complex many-particle systems. This is called “statistical physics” and it involves probabilities, statistical ensembles, classical and quantum distribution functions, the partition function, and free energy. Throughout this course, computers will be used to produce numerical solutions, to create plots and animations, and to communicate your results.

Course Textbooks:

- 6) *An Introduction to Thermal Physics*, by D. Schroeder.
(**REQUIRED:** Purchase textbook #1 either in the bookstore or online).
- 7) *Statistical and Thermal Physics*, by H. Gould and J. Tobochnik (can be downloaded for free in PDF format from www.compadre.org/stp).
- 8) *Fundamentals of Statistical & Thermal Physics*, by F. Reif (on reserve in library).
- 9) *Thermal Physics (2nd Ed.)*, by C. Kittel and H. Kroemer (on reserve in library).
- 10) *Thermal Physics – Energy and Entropy*, by D. Goodstein (on reserve in library).

Assignments and grading:

- 45% – Exams (Midterm Exam: 20%; Final Exam: 25%)
- 25% – Weekly homework assignments (handed in at the beginning of class)
- 10% – Pre-class Progress Checks (submitted via BlackBoard before 8 AM)
- 10% – In-class participation (discussion and board work)
- 10% – Chapter Reflections (Approx. 2 pages, written after completing a given topic)

Policies regarding late work:

- PCPCs: No credit will be given for late PCPCs
- Daily homework and chapter reflections: If late, 50% of the credit will be deducted from these assignments (so turn them in on time!). A late assignment will continue to be worth 50% until the end of the semester.

Final Grades:

Your final grade will be based on your total score as described above. If you earn one of the percentages shown below, you will receive the grade written on its right.

90%: A 85%: B+ 80%: B 75%: C+ 70%: C 65%: D+ 60%: D

Additional Required Materials:

For each class, bring a three-ring binder with paper. The slides presented in class will be provided electronically (on BlackBoard) after class. In class, take notes; and after class, look at both what you wrote and the slides, and make sure you understand everything! If anything is unclear, ask.

Course Website: <https://blackboardtest.fmarion.edu> (PCPC questions and homework assignments will be posted here.)

Instructions for accessing BlackBoard

- Go to **<https://blackboardtest.fmarion.edu>**. Note, this website is different than the one that you might have used in previous courses (blackboard9.fmarion.edu).
- Your username is the beginning of your FMU email address, up to the @ symbol. For example, if your email is "SBrown1234@g.fmarion.edu" then your username for blackboard test is "SBrown1234".
- Your password consists of the letters "fmu" followed by the last 5 digits of your Social Security number, e.g., "fmu56789" if your SSN is 123-45-6789.
- PCPCs and Chapter Reflections are to be SUBMITTED via BlackBoard. Homework assignments will be posted on BlackBoard, but are to be submitted as hard copies.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/ School Nursing Date 4-30-15

Course No. or Level: IPHC 501 Title: Healthcare Informatics

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites: Junior or senior status with approval of course coordinators or graduate student status

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification N/A
(proposed change in course title, course description, course content or method of instruction)

substitute N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Nina Russell

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: Fall, 2015

Date of School/Department approval _____

Course Description:

This course will provide an overview of health information management including computer technology, information management and distribution, as well as practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Learning Outcomes: At the conclusion of this course, the learner will be able to:

1. Define healthcare informatics.

2. Discuss current and emerging issues in health information management.
3. Compare the function of various basic components of computer hardware and software.
4. Evaluate data management and computer applications that support healthcare research, evidence-based practice, public health, and education of healthcare professionals.
5. Differentiate between the terms electronic health record, electronic medical record, and computer-based patient record.
6. Identify the association of Meaningful Use financial incentives and the adoption of the electronic health record in a variety of practice settings.
7. Examine legal and ethical issues related to information security and confidentiality housed in computer software and mobile devices.
8. Design web-based resources to enhance patient education, promote community health and wellness, and support disease management.

Purpose:

1. This course prepares students for a technologically evolving healthcare system.
2. This course explores technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems.
3. This course challenges students to employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Teaching Strategies:

Teaching strategies will consist of podcast lectures, audio-visual aids, online discussions, individual assignments that include case study scenarios, as well as group work consisting of the design and development of mobile applications.

Textbook(s):

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. (ISBN: 978-1-4338-0561-5)
Hebda, T., & Czar, P. (2013). *Handbook of informatics for nurses & healthcare professionals* (5th ed.). Saddle River, NJ: Pearson Education. (ISBN: 978-0-13-257495-2)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

This course discusses the use of health information technology to enhance the healthcare delivery system, improve disease management, as well as promote education, for individuals or specific populations.



Department of Nursing

Course Title: IPHC 501 Healthcare Informatics
Credit Hours: 3 semester hours
Day and Time: This is an online course taught through Blackboard Learning System

Faculty: Nina Russell, FNP-C, MSN-Ed, APRN
Office Number: LNB Suite B-207
Office Phone: 843-661-1682
E-mail: nrussell@fmarion.edu
Office Hours: By appointment Mondays 1pm-5pm

Prerequisites: Junior or senior status with approval of course coordinators or graduate student status.

Course Description:

This course will provide an overview of health information management including computer technology, information management and distribution, as well as practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Learning Outcomes: At the conclusion of this course, the learner will be able to:

9. Define healthcare informatics.
10. Discuss current and emerging issues in health information management.
11. Compare the function of various basic components of computer hardware and software.
12. Evaluate data management and computer applications that support healthcare research, evidence-based practice, public health, and education of healthcare professionals.
13. Differentiate between the terms electronic health record, electronic medical record, and computer-based patient record.
14. Identify the association of Meaningful Use financial incentives and the adoption of the electronic health record in a variety of practice settings.
15. Examine legal and ethical issues related to information security and confidentiality housed in computer software and mobile devices.

16. Design web-based resources to enhance patient education, promote community health and wellness, and support disease management.

Course Access and Navigation:

This course was developed using Blackboard. To access the course, go to <http://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies:

This on-line class will be taught using the following textbook and will utilize discussion board questions, Podcast lectures, individual assignments, and group assignments. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Textbook(s):

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*

(6th ed.). Washington, DC. ISBN: 978-1-4338-0561-5

Hebda, T., & Czar, P. (2013). *Handbook of informatics for nurses & healthcare professionals* (5th ed.). Saddle

River, NJ: Pearson Education. ISBN: 978-0-13-257495-2

METHODS OF EVALUATION:

Evaluation Methods:

Blackboard Discussion	20%
Case Scenario A	20%
Case Scenario B	20 %
Healthcare mobile application design & development Group project	40%

Graduate Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Undergraduate Classroom Grading Scale:

Alphabetic	Score
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A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D+	66-69
D	60-65
F	0-59

Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value.

Assignment Explanations:

You will find detailed descriptions and explanations for all assignments within the content section of Blackboard.

ACADEMIC INFORMATION**Online Attendance Policy:**

Attendance for this online class goes from **Monday through Sunday**. It is strongly encouraged that you make your initial posts early in the week to facilitate discussion amongst your peers. To be considered present, learners must log on at least one time and make some meaningful contribution to classmates' learning during the week. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Learners Form, obtains the signature of the Department Chair, and delivers the form to the Registrar's Office.

Online Participation:

The purpose of online discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the week of the posting. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be

evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion. **You are required to make an initial post and at least 2 substantial post to your peers during each week of study. Your initial posts should be done by Wednesday of each week. A substantial post is not I agree or I think you are correct; it needs to be one that either adds to or questions what your peer has posted in a professional manner.**

Grading Grids (Rubrics):

Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

Written Paper Requirements:

Proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

Work Turned in Late:

Any assignments that are due in an assigned block will be considered on time if submitted by midnight Sunday night of the last week of the block. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Grievance Procedure:

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*. Refer also to the current edition of the *Department of Nursing Student Handbook*.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

E-mail

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states “please address this e-mail in a professional manner.” Each e-mail should address one issue.

Phone Usage and Messaging

Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to Internet

social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in this course. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting online or using vulgar, profane or abusive language
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a learner towards another learner, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the

attempted resolution and forward to his/her course coordinator or academic advisor. Learner violations will warrant a warning for unprofessional behavior.

2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog* and *Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the faculty member and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

COMMUNICATION POLICY FOR BLACKBOARD

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the course. The intent of online discussions (discussion boards) is to replace the sharing that would occur between learners in the classroom, to allow faculty to identify student learning and correct misconceptions. To help learners become accustomed to working in an on-line classroom, the following guidelines are listed:

1. Learners are expected to check their e-mail daily and discussion board at least every two days for student posts and faculty updates.
2. Each week there will be one (1) discussion board question that requires learner responses. Learners are to respond to each primary question by the end of the day Wednesday of each week.
3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be used to assign grades for each discussion answer. Please find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly.
6. Use a positive and respectful tone.
7. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.
8. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
9. Reference all information used in your post that is not your own knowledgebase.

10. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
11. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.
12. Never use patient information that can identify a patient (remember HIPAA).

COURSE PROCEDURES

To be a successful online learner takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you won't fall behind.

Communication is key. Communication channel is always open between me, you, and among ourselves. It is very, very important that we keep connected and interact. If you do have questions, please feel free to e-mail me, utilize the faculty forum in discussion board, or phone me.

Working ahead. All assignments and discussion questions for the semester are posted. You are permitted to post one block ahead on discussion questions. Know, however, that course content must be reviewed before posting is to be done in order to correctly interpret the questions. Learners are permitted to work ahead as able on individual assignments.

Netiquette: Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, and threaded discussions. Respect is required. If your discussion post is a response, begin the post with the learner's name. Please write your name at the end of all discussion postings so we know who has contributed to the learning process.

Feedback on your assignment submission. Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link.

Check your grades. I will post your grades for the discussion board, assignments, etc. as soon as I can. If you find any errors or missing scores in your grade-book, please feel free to e-mail me. I will correct my mistakes. *No assignment will be graded without the attached Grading Grid.*

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify learners on the announcement page of Blackboard and/ or by email.

Content Information Topical Outline

Week	Topic	Corresponding Readings	Assignments Due
Week 1	Informatics in the	Chapters 1 & 2	Self-Introduction

	Healthcare Professions Hardware, Software, and the Roles of Support Personnel		in Discussion board
Week 2	Ensuring the Quality and Best Use of Information The Internet and the World Wide Web: An Overview	Chapters 3 & 4	Discussion Board Question #1 opens
Week 3	Professional Use of Electronic Resources Healthcare Information Systems	Chapters 5 & 6	Discussion Board Question #1 Closes
Week 4	Strategic Planning for Information Technology Projects Selecting a Healthcare Information System	Chapters 7 & 8	Discussion Board Question #2 opens
Week 5	Improving the Usability of Health Informatics Applications Information Security and Confidentiality	Chapters 9 & 12	Discussion Board Question #2 Closes
Week 6	Electronic Health Record Personal Health Records	Chapters 14 & 16	Discussion Board Question #3 opens Case Scenario A Due
Week 7	The Role of Standardized Terminology and Language in Informatics Health Information Exchanges	Chapters 15 & 17	Discussion Board Question #3 Closes
Week 8	Integrating Technology, Informatics, and the Internet Into Health Education	Chapter 23 & 24	Discussion Board Question #4 opens

	Consumer Education and Informatics		
Week 9	Telehealth Public Health Informatics Evidence-Based Practice and Research	Chapters 25, 26, & 27	Discussion Board Question #4 Closes Case Scenario B Due
Week 10	Health Policy and Health Information Technology Legislation	Chapters 18 & 19	Discussion Board Question #5 opens
Week 11	Regulatory and Reimbursement Issues Accreditation Issues for Information System Design and Use Continuity Planning and Management (Disaster Recovery)	Chapters 20, 21, & 22	Discussion Board Question #5 Closes
Week 12			Healthcare App/tool Design Due

Online Participation Rubric:

The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

POST	EVALUATION CRITERIA	EARNED POINTS
Primary post worth a total of 50 points	*On time	10 points
	*All topic areas covered	10 points
	*References provided if appropriate	10 points
	*Substantive content	10 points
	*Acceptable grammar	10 points
Secondary posts (2) worth 25 points each	*On time	5 points
	*Reflects or references others' posts	5 points
	*Added new thoughts or ideas to the post stream	10 points
	*Acceptable grammar	5 points

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SPEECH PATHOLOGY Date July 15, 2015

Course No. or Level 501 Title **Anatomy and Physiology of the Speech and Hearing Mechanism**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites 3.0 overall GPA in baccalaureate degree program

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification N/A
(proposed change in course title, course description, course content or method of instruction)

substitute N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 2018

Date of School/Department approval _____

Catalog description: This course provides an overview of the anatomical and physiological bases of human communication: respiration, phonation, resonance, articulation, and basic neurological concepts. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

Purpose: This course is a prerequisite course requirement for matriculation into the MA Speech Pathology program.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, videos.

Textbook and/or materials planned (including electronic/multimedia):

Fuller, DR, Pimentel, JT & Peregoy, BM. (2011). Applied Anatomy & Physiology for Speech-Language Pathology and Audiology. Baltimore, MD: Lippincott, Williams and Wilkins. ISBN# 978-0-7817-8837-3.

Course Content: This 3-credit course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Identify the support structures of the respiratory, articulatory and laryngeal systems
2. Describe the function of muscles in the respiratory, articulatory and laryngeal systems
3. Describe the neurologic structures and pathways associated with speech production and swallowing
4. Integrate information about the neuromuscular systems associated with the respiratory, articulatory and laryngeal systems in order to describe human successful and disordered swallowing and communication

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard-IV))

TOPICS ADDRESSED	KASA
Normal and abnormal anatomy as it relates to respiration, articulation, and phonation	Standard IV-B-C
Assessment of muscles and nerves associated with speech and swallowing	Standard IV-B-C
Describe impact of disordered structure and or function to communication	Standard IV-B-C

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Group projects
- d. Class Participation

Classroom Grading Scale:

A 94-100
B+ 90-93
B 87-89
C+ 83-86
C 80-82
F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Textbook and/or materials planned (including electronic/multimedia):

Owens, R. (2012). Language development (8th Ed.). Boston: Allyn & Bacon.

Course Content: This 3-credit course will help students gain a better understanding of the difference between normal development and disordered development.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Demonstrate knowledge about the social, biological, perceptual, and cognitive bases of language.
2. Demonstrate knowledge about speech and language development in preschool and school-age children
3. Describe the different theories of language acquisition: how nature and nurture impact children’s development of speech and language
4. Demonstrate knowledge of multicultural and multilingual differences
5. Accurately identify a preschool child’s language stage.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Normal language development	Standard IV-B
Normal speech sound development	Standard IV-B
Theories of language acquisition	Standard IV-B
Multilingual and multicultural issues	Standard IVD
Determining language age	Standard IV-C

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- e. Exams
- f. Quizzes
- g. Video reflection papers
- h. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89
C+ 83-86
C 80-82
F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SPEECH PATHOLOGY Date July 15, 2015

Course No. or Level 510 Title **Introduction to Speech and Language Disorders**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites Overall GPA of 3.0 in baccalaureate degree program

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 2018

Date of School/Department approval _____

Catalog description:

This course is an introduction to the nature, assessment, and treatment of speech and language disorders. The course will help prepare students for working with pediatric and adult populations with speech and language disorders.

Purpose: This course is a prerequisite course requirement for admission into the MA Speech Pathology program.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):
Vinson, B. P. (2012). *Language Disorders Across the Lifespan*. (Third Edition) Clifton Park, N.Y.: Thomas Delmar Learning.

Course Content: This 3-credit course will help prepare students for working with pediatric and adult populations with speech and language disorders. Students will develop knowledge of the characteristics of language disorders within specific age periods.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Demonstrate knowledge of the linguistic, developmental and cultural bases of language disorders in children and adults.
2. Understand the nature, extent, impact and potential causes of speech and language disorders.
3. Demonstrate knowledge of and skill in approaches to speech and language assessment and the basic principles of speech and language intervention.
4. Demonstrate awareness of the influence of culture on speech and language development and speech and language use and the importance of considering linguistic and cultural differences in the assessment process.
5. Demonstrate knowledge of the social impact of communication disorders

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard-IV))

TOPICS ADDRESSED	KASA
Basis of speech and language disorders	Standard IV-B
Approaches to the assessment of speech and language across the lifespan	Standard IV-C & D
Approaches to the treatment of speech and language across the lifespan.	Standard IV-C & D
Emergence and development of literacy	Standard IV C & D
Multicultural issues in Assessment and Treatment	Standard IV-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Video reflection papers
- d. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

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Schriberg and Kent (2012). Clinical Phonetics, 4th Edition.

Course Content: This 3-credit course will help prepare students to work with pediatric and adult populations of individuals with speech sound disorders/differences

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Analyze words into their component parts.
2. Combine isolated sounds into sequences to form words.
3. Establish a strong and immediate association between a sound and its phonetic symbol.
4. Scan a production transcribed phonetically and blend the phonemes together to orally produce the target.
5. Use the IPA and appropriate diacritic markings to record standard, non-standard, and disordered speech sounds accurately.
6. Transcribe a client’s production of a given set of words

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard_IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Phonetic symbols	Standard IV-B
Transcription	Standard IV-B
Use of diacritic markers	Standard IV-B
Standard, non-standard, and disordered speech sounds	Standard IV B-D
Use of transcription in assessment and treatment	Standard IV-B-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- i. Exams
- j. Quizzes
- k. Transcription exercises
- l. Class Participation

Classroom Grading Scale:

- A 94-100
- B+ 90-93
- B 87-89

C+ 83-86
C 80-82
F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

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FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SPEECH PATHOLOGY Date July 15, 2015

Course No. or Level 520 Title **Structured Clinical Observation**

Semester hours 1 Clock hours: Lecture 1 Laboratory

Prerequisites 3.0 overall GPA in baccalaureate degree program

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 2018

Date of School/Department approval _____

Catalog description:

This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

Purpose: This course is a prerequisite course requirement for admission into the MA Speech Pathology program.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, videos.

Textbook and/or materials planned (including electronic/multimedia):

None

Course Content: This 3-credit course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will:

1. Demonstrate knowledge of the HIPAA (Health Insurance Portability and Accountability Act) policies and procedures
2. Discuss the basics of a speech-language treatment session.
3. Complete 25 hours of observation

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
HIPAA training	Standard IV-B-C
Basic speech and language treatment procedures	Standard IV-B-C
ASHA standards	Standard IV-B-C

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- m. Signed clinical observation hours
- n. Observation log
- o. Class Participation

Classroom Grading Scale: The course is graded as a pass or fail. Students will receive a passing grade upon fulfilling the following requirements:

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 531 Title: **School-age Language Disorders**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2018

Date of School/Department approval _____

Catalog description:

This course provides students with a foundation of knowledge about the etiology and characteristics of language disorders in school-age children. Students will discuss the evolving language demands that children encounter as they progress through school, and will explore the impact of language disorders on academic performance and social interaction in the classroom. The relationship between oral and written language is emphasized.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to introduce students to language and communication disorders in school age children

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Paul, R., & Norbury, C. (2012). *Language disorders from infancy through adolescence* (4th ed.). St. Louis: Mosby.

Course Content: This 3-credit course will increase knowledge of the emergence of dyadic communication within early relationships, and the development of typical and atypical communicative functioning related to other developmental domains. Methods of prevention, assessment and intervention primarily within the context of home-based, day-care and preschool settings will be discussed.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course:

1. The student will demonstrate knowledge of normal speech- language development.
2. The student will demonstrate knowledge of ways to prevent or reduce the prevalence of speech, language, and hearing disorders in school-age children.
3. The student will demonstrate knowledge of the receptive and expressive language aspects of children with speech disorders and developmental disabilities and the causes and consequences of these disabilities.
4. The student will diagnose and plan age-appropriate and evidenced-based intervention for school-age children with speech, voice, hearing, and developmental disabilities
5. The student will demonstrate knowledge of and skill in selecting and administering age-appropriate intervention techniques for speech, voice, hearing, and developmental disabilities.
6. Identify the associated linguistic and cultural issues

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/- Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard-IV))

TOPICS ADDRESSED	KASA
Linguistic, developmental and cultural bases of basic human communication in school age children	Standard IV-B
Receptive and expressive language skills	Standard IV-C-F
Cognitive and social aspects of communication.	Standard IV-C-F
Assessment and treatment of speech, language and hearing disorders in school age children	Standard IV-C-F

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Video reflection papers
- d. Group projects/presentations
- e. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Lawrence J. Raphael, Gloria J. Borden, Katherine S. Harris. (2011). *Speech Science Primer, Sixth Edition*. Lippincott, Williams and Williams.

Course Content: This 3-credit course will help provide the foundations for course work in audiology, voice disorders, motor speech disorders, articulation disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Demonstrate knowledge of harmonics and signal-to-noise ratios.
2. Accurately read a Fourier analysis of a complex sound.
3. Accurately record speech stimuli and identify characteristics of vowels and consonants on a spectrogram.
4. Demonstrate use of sound intensity measurements to determine exposure and a plan to counteract that exposure to preserve hearing.
5. Edit speech stimuli to discern the necessary elements for perception of vowels and consonants.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Acoustics	Standard IV-B
Speech Acoustics	Standard IV-B
Reading & discriminating between spectrograms	Standard IV-B
Exposure to noise and prevention of hearing loss	Standard IV B

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Weekly written lab assignments
- d. Class Participation

Classroom Grading Scale:

- A 94-100
- B+ 90-93
- B 87-89
- C+ 83-86
- C 80-82
- F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 540 Title: **Communication Disorders in the Birth to Five Population**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Linguistic, developmental and cultural bases of basic human communication in young children.	Standard IV-B
Pre and postnatal factors that may negatively impact normal development.	Standard IV-C-F
Cognitive aspects of communication.	Standard IV-C-F
Assessment and treatment of speech, language and hearing disorders in young children	Standard IV-C-F
Multicultural issues in Assessment and Treatment	Standard IV D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Video reflection papers
- d. Group projects/presentations
- e. Class Participation

Classroom Grading Scale:

A 94-100
 B+ 90-93
 B 87-89
 C+ 83-86
 C 80-82
 F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SPEECH PATHOLOGY Date July 15, 2015

Course No. or Level 545 Title: **Introduction to Multicultural Issues**

Semester hours 1 Clock hours: Lecture 1 Laboratory

Prerequisites; Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2018

Date of School/Department approval

Catalog description:

This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity and students will learn to evaluate how cultural variables impact service delivery and treatment options.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to prepare students to work with individuals from diverse cultural and linguistic backgrounds.

Teaching method planned: Multiple strategies incorporating direct instruction, surveys, collaborative learning groups, group discussion, group projects, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia): There is NO required textbook for this class, although readings will be assigned throughout the course. Recommended:

Goldstein, B. (2000). Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists. Baltimore, MD: Singular Thomson Learning. ISBN# 0-76930-031-6

Martin, D. (2009). Language Disabilities in Cultural and Linguistic Diversity (Bilingual Education and Bilingualism). Tonawanda, NY: Multilingual Matters. ISBN# 978-1847691590.

Martin, J. & Nakayam, T. (2009). Intercultural Communication in Contexts. NY, NY: McGraw-Hill. ISBN# 978-00733851129. Spector, R.E. (2004). Cultural Diversi

Course Content: This 3-credit course will introduce students to issue related to the assessment and treatment of individuals and families from diverse backgrounds. Issues related to specific disorders will be addressed within the class related to that disorder.

Student Learning Outcomes: Upon completion of the course the student will be able to:

1. Explain terminology and concepts related to cultural and linguistic diversity.
2. Discuss population density and cultural groups represented in the United States and South Carolina.
3. Evaluate how cultural variables impact service delivery and compliance with recommendations.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV A-D (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Defining a cultural group	Standard IV-B
Diverse populations in South Carolina and US	Standard IV-D
Working in a global society	Standard IV-D
How diversity impacts service delivery	Standard IV-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- p. **Quizzes**
- q. **Reflection papers**
- r. **Class discussions**
- s. **Class Participation**

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Textbook and/or materials planned (including electronic/multimedia):

Webb, W., & Adler, R. (2008). *Neurology for the speech-language pathologist* 5th edition.

Course Content: This 3-credit course will increase knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function. Students will be assisted in relating this information, pertaining to normal and abnormal human development, to communication and swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Describe the organization of the brain, including lateralization, lobes, brainstem, and cerebellum
2. Describe hemisphere dominance for language
3. Explain the function of the cranial nerves associated with human communication
4. Describe the functional categorizations of the nervous system
5. Describe the blood flow to the brain
6. Discuss normal aging and its impact on the central nervous system
7. Explain impact of stroke and traumatic brain injury to the brain

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Hemisphere dominance	Standard IV-B
Cranial nerve function	Standard IV-B
Blood flow	Standard IV-B
Cerebral function (localization of function)	
Impact of brain damage	Standard IV-B

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- t. Exams
- u. Quizzes
- v. Video reflection papers
- w. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93
B 87-89
C+ 83-86
C 80-82
F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 550 Title: **Beginning Clinical Practicum**

Semester hours 2 Clock hours: Lecture 2 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2018

Date of School/Department approval _____

Catalog description:

This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with the clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

- Purpose:
1. Graduate-level students in Speech-Language Pathology
 2. This course is an introduction to issue in treatment and assessment of communication disorders

Teaching method planned: seminars, group discussions, small group work, direct intervention with clients/patients.

Textbook and/or materials planned (including electronic/multimedia):

Roth, F. P., & Worthington, C. K. (2010). *Treatment resource manual for speech-language pathology* (4th edition). Clifton Park, New York: Thomson Delmar Learning. ISBN#1439055718

Stein-Rubin, C., & Fabus, R. (2012). *A guide to clinical assessment and professional report writing in speech-language pathology*. Clifton Park, New York: Delmar/Cengage Learning. ISBN#1435485327

Teaching method planned: Multiple strategies incorporating direct instruction, small collaborative learning groups, interactive group discussion, and supervised clinical work.

Course Content: This 2-credit course will help prepare students for working with clients/patients/students with communication and/or swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Describe the seven steps of intervention as they apply to clients in treatment
2. Describe the four principles of ethics and/or rules from the 2010 ASHA Code of Ethics in all clinical interactions
3. Demonstrate application and integration of the basic principles of diagnostics, including interviewing techniques, assessing and reporting.
4. Develop a treatment plan based on assessment, observation and case history.
5. Develop a SOAP Notes for each intervention session that include appropriately formulated behavioral objectives.
6. Write progress reports as required for each clinical case
7. Formulate a diagnostic reports or summarize diagnostic findings on each client evaluated.
8. Plan and conduct treatment demonstrating clinical skills in the areas of oral and written communication, professional interactions, and assessment and intervention
9. Self critique performance through observations and written analyses treatment sessions and provide suggestions for further skill development based upon the findings .

All SLOs are designed to meet the required Knowledge and Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard V (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard V)

TOPICS ADDRESSED	KASA
Steps of intervention	Standard V
Ethical principles	Standard V

Application of diagnostic and treatment principles	Standard V
Documentation	Standard V
Self reflection	Standard V

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- x. **Documentation (reports, progress notes, treatment plans)**
- y. **Clinic performance**
- z. **Self reflection papers**

Classroom Grading Scale:

- A 94-100
- B+ 90-93
- B 87-89
- C+ 83-86
- C 80-82
- F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SPEECH PATHOLOGY Date July 15, 2015

Course No. or Level 561 Title: **Dysphagia**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2019

Date of School/Department approval _____

Catalog description:

This course examines the anatomical bases of normal and disordered swallowing in children and adults. The course will prepare students to access and diagnose swallowing disorders across the lifespan.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to introduce students to swallowing disorders and techniques for assessment and treatment of swallowing disorders across the lifespan.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Groher, M., & Crary, M. (2010) Dysphagia: Clinical management of adults and children. Mosby, Maryland Heights, MO. ISBN: 978-323-05298-6

Course Content: This 3-credit course will help prepare students for working with pediatric and adult populations with swallowing and/or feeding disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Identify normal and abnormal anatomy as it relates to swallowing.
2. Identify and describe normal and abnormal swallowing function.
3. Assess and diagnose swallowing disorders across the lifespan.
4. Develop knowledge about evaluation of patient progress and treatment efficacy
5. Develop knowledge of processes used in research and the integration of research principles into evidence-based practice in the management of swallowing disorders (Std III-F).
6. Develop skill in the administration of a basic clinical examination of swallowing function)
7. Describe the non-oral options for nutritional intake and knowledge about ethical considerations, professional issues and their impact on assessment.
8. Identify the linguistic and cultural issues associated.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Normal and abnormal anatomy as it relates to swallowing	Standard IV-B
Assessment and diagnosis of swallowing disorders	Standard IV-C & D
Treatment of swallowing disorders	Standard IV-C & D
EBP and swallowing assessment/treatment	Standard IV E & F
Non-oral options for nutritional intake	Standard IV-C-F
Multicultural issues in Assessment and Treatment	Standard IV-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

a. **Exams**

- b. **Quizzes**
- c. **Video reflection papers**
- d. **Class Participation**

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School SPEECH PATHOLOGY Date July 15, 2015

Course No. or Level 567 Title: **Research Methods I**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2019

Date of School/Department approval _____

Catalog description:

This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to introduce the basic principles of applied research and research design and increase knowledge methods used to access sources of research information and relate it to clinical practice.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, Protection of Human Subject training, group/individual research project, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Schiavetti, N., & Metz, D.E., Orlikoff, R. (2011). *Evaluating Research in Communicative Disorders* (6th Ed.). Boston: Allyn and Bacon

Course Content: This 3-credit course will increase knowledge of the principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Evaluate the various components of a research article
2. Conduct an electronic search for scientific evidence on a topic of interest
3. Discuss research concepts using scientific terminology
4. Describe origins, characteristics, strengths, and limitations of evidence-based practice (EBP)
5. Discuss issues related to the responsible conduct of research
6. Plan a research study consistent with EBP criteria
7. Synthesize literature to address a research question
8. Enhance oral and written communication of topics pertinent to research methods and design

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV F ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard%20IV))

TOPICS ADDRESSED	KASA
Conduct of research	Standard IV-F
Components of a research article	Standard IV-F
Planning a research study	Standard IV-F
Evidence-based practice	Standard IV-F

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- aa. **Exams**
- bb. **Quizzes**
- cc. **Literature Review paper**
- dd. **Class Participation**

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 570 Title: **Introduction to Audiology and Aural Rehabilitation**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2019

Date of School/Department approval _____

Catalog description:

This course is an introduction to theory and techniques of pediatric and adult audiology and the habilitation and rehabilitation of hearing differences across the lifespan.

- Purpose:
1. Graduate-level students in Speech Pathology
 2. This course will provide background knowledge about hearing and the assessment and treatment of hearing differences/disorders for students in speech-language pathology

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Tye-Murray, N. (2014). Foundations of Aural Rehabilitation. Delmar Cengage Learning; 4th edition.

Martin and Clark (2015). Introduction to Audiology. Pearson.

Course Content: This 3-credit course will help prepare students for working with pediatric and adult populations with hearing disorders/differences.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Describe the basic anatomy of human auditory system.
2. Describe pathologies that impact hearing ability.
3. Discuss the basic audiometric test procedures.
4. Demonstrate how to interpret a basic audiogram.
5. Differentiate various pathologies that put individuals at risk for hearing loss.
6. Explain the major components and operation of cochlear implants.
7. Explain the major components and operation of digital hearing instruments.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Normal and abnormal anatomy as it relates to hearing	Standard IV-B
Assessment and diagnosis of hearing disorders	Standard IV-C & D
Rehabilitation/habilitation of hearing disorders	Standard IV-C & D
Cochlear implants	Standard IV C& D
Multicultural issues in Assessment and Treatment	Standard IV-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams

- b. Quizzes
- c. Group projects
- d. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 575 Title: **Adult Language Disorders**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Kristine Lundgren, ScD**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2019

Date of School/Department approval _____

Catalog description:

This course introduces students to the prevention, assessment, diagnosis, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, and traumatic brain injury.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to prepare students to work with individuals with acquired brain injury in a clinical setting.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, group projects, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia): Brookshire & McNeil (2015) Introduction to Adult Neurogenics, 8th edition

Course Content: This 3-credit course will introduce students to the prevention, assessment, and treatment of adult language disorder. These disorders include aphasia, right hemisphere disorder, dementia, and the cognitive-linguistic consequences of traumatic brain injury.

Student Learning Outcomes: Upon completion of the course the student will be able to:

1. Describe preventative measures related to communication disorders in adults;
2. Describe appropriate assessment procedures for evaluation of aphasia, dementia, traumatic brain injury, and right hemisphere brain damage in adults;
3. Demonstrate appropriate intervention techniques for communication disorders in adults;
4. Integrate cultural and psychosocial information into appropriate assessment and treatment strategies.
5. Identify the associated linguistic and cultural issues

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV A-D ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard%20IV))

TOPICS ADDRESSED	KASA
Neurology Review	Standard IV-B
Stroke (Aphasia and Right Hemisphere Disorders)	Standard IV-C, D, and E
Traumatic Brain Injury	Standard IV-C, D and E
The Dementias	Standard IV-C, D, and E
Multicultural issues in Assessment and Treatment	Standard IV-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

ee. **Exams**

ff. **Quizzes**

- gg. Community Awareness Group Project**
- hh. Assessment and Treatment Module Group Assignment**
- ii. Class Participation**

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date: July 15, 2015

Course No. or Level 580 Title: **Clinical Practicum**

Semester hours 2 Clock hours: Lecture 2 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses and successful completion of SP 550: Beginning Clinical Practicum.

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Kristine Lundgren, ScD**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2019

Date of School/Department approval _____

Catalog description:

This course continues the practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with the clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed as an introduction to issue in treatment and assessment of communication disorders and to introduce the use of counseling and evidence-based practice (EBP).

Teaching method planned: seminars, group discussions, small group work, direct intervention with clients/patients.

Textbook and/or materials planned (including electronic/multimedia):

Reed, H.C. (2011). *The source for counseling for SLPs*. East Moline: linguissystems.

And the following free downloads from LinguSystems @ www.linguissystems.com located under the tab *Free for You*, then *Free Downloads*:

- (1) LinguSystems (2009). *Guide to counseling for SLPs*
- (2) LinguSystems (2006). *Guide to evidence-based practice*
- (3) LinguSystems (2012). *Testing guide*
- (4) LinguSystems (2009). *Response to intervention*

Teaching method planned: Multiple strategies incorporating direct instruction, small collaborative learning groups , interactive group discussion, and supervised clinical work.

Course Content: This 2-credit course will help prepare students for working with clients/patients/students with communication and/or swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Develop, implement and modify intervention plans while considering EBP.
2. Select and use appropriate materials and instrumentation for intervention/prevention.
3. Measure client performance and progress.
4. Complete administrative and reporting functions necessary in support of intervention.
5. Communicate effectively with clients, their families and relevant others.
6. Collaborate with other professionals in case management.
7. Self-reflect on clinical skills.
8. Effectively use empathetic listening and counseling skills in treatment sessions (client and family).

All SLOs are designed to meet the required Knowledge and Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard V (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard V)

TOPICS ADDRESSED	KASA
Intervention strategies and EBP	Standard V
Ethical principles	Standard V
Application of diagnostic and treatment principles	Standard V

Documentation	Standard V
Self reflection	Standard V
Counseling	Standard V

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- jj. Documentation (reports, progress notes, treatment plans)
- kk. Clinic performance
- ll. Self reflection papers

Classroom Grading Scale:

- A 94-100
- B+ 90-93
- B 87-89
- C+ 83-86
- C 80-82
- F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Textbook and/or materials planned (including electronic/multimedia):

ASHA guidelines for audiologic screening.

Teaching method planned: Multiple strategies incorporating direct instruction, small collaborative learning groups, and supervised clinical work.

Course Content: This 1-credit course will help prepare students for working with clients/patients/students with hearing differences/disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

- A. Demonstrate competence in performing a hearing screening.
- B. Identify the need for referral or further testing.
- C. Demonstrate knowledge of documentation procedures for hearing screening .

All SLOs are designed to meet the required Knowledge and Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard V ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard_V](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_V))

TOPICS ADDRESSED	KASA
Components of a hearing screen	Standard V
Identification of hearing difference	Standard V
Documentation of hearing difference	Standard V
Referral process	Standard V
Self reflection	Standard V

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Competency evaluation
- b. Clinical hours complete (25)

Classroom Grading:

Students will receive a pass/fail for this course.

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 591 Title: **Motor Speech Disorders**

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 2019

Date of School/Department approval _____

Catalog description:

This course provides an examination of the neurological basis, assessment and treatment of dysarthria and apraxia. Students will be introduced to the appropriate procedures for evaluation and intervention of children and adults with motor speech disorders.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to introduce students to motor speech disorders and techniques for the assessment and treatment of these disorders across the lifespan.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Freed, D. (2011). Motor Speech Disorders: Diagnosis and Treatment, 2nd edition. San Diego, CA: Delmar Cengage Learning. ISBN# 1111138273

Course Content: This 3-credit course will help prepare students for working with children and adults with motor speech disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Describe the central and peripheral processes essential for normal motor speech production:
2. Describe appropriate procedures for evaluation of motor speech disorders in children and adults:
3. Demonstrate appropriate intervention techniques for motor speech disorders in children and adults
4. Integrate cultural and demographic information into appropriate assessment and treatment strategies.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard_IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Normal and abnormal anatomy as it relates to speech production	Standard IV-B
Assessment and diagnosis of motor speech disorders	Standard IV-C & D
Treatment of motor speech disorders	Standard IV-C & D
Cultural and demographic considerations	Standard IV-C-F

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Video reflection papers
- d. Group projects
- e. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, videos, case presentations, group discussion, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):
 Golper, L.C. (1998). *Sourcebook for medical speech pathology (2nd Ed)*. San Diego: Singular

Course Content: This 3-credit course will address issues related to the management of communication and swallowing disorders in the medical setting, particularly those disorders that are not discussed in detail as part of the standard curriculum

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Students will become familiar with standard terminology as well as abbreviations used in medical records.
2. Students will gain an understanding of basic concepts of managed care and insurance billing/documentation
3. Students will gain foundational knowledge and basic skills necessary for the assessment and treatment of speech and swallowing disorders associated with acute and severe conditions in a medical setting.
4. Students will gain foundational knowledge and develop basic skills for the assessment and management of speech restoration following total laryngectomy
5. Students will gain foundational knowledge and basic skills necessary for the assessment and treatment of speech and swallowing disorders associated with trachs and vents.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard_IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Medical terminology and the electronic medical record	Standard IV-B-F
Insurance billing/documentation issues	Standard IV-C-f
Working with trachs and vents	Standard IV-C-F

Medical issues related to laryngecotomy	Standard IV-C-F
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Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. **Exams**
- b. **Video reflection papers**
- c. **Class Participation**

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Teaching method planned: direct work with clients under the supervision of an ASHA certified Speech-Language Pathologist

Textbook and/or materials planned (including electronic/multimedia):
None

Teaching method planned: Multiple strategies incorporating direct instruction and supervised clinical work.

Course Content: This variable-credit course will help prepare students for working with clients/patients/students with communication and/or swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

- a. Use professional literature and resources in a critical manner
- b. Develop sequenced objectives based on client’s long range goals, current level of performance, and functional communicative needs
- c. Plans and utilize appropriate assessment measures and behavioral probes.
- d. Use language and instructional procedures appropriate to client’s level of comprehension and performance
- e. Maintain appropriate focus, type and schedule of reinforcement on target behavior
- f. Modify materials, tasks and/or conditions as appropriate for optimal learning
- g. Explain progress to client in manner consistent with client’s pattern of performance
- h. Writes reports that clearly and accurately state quantitative and qualitative aspects of client’s performance
- i. Attend to client in ways that facilitate client’s expression of self
- j. Share relevant and pertinent aspects of self with client
- k. Involve client in determining tasks, objectives, etc. in ways congruent with client’s abilities and needs
- l. Maintain an effective communicative interaction with the client’s family/friends
- m. Demonstrate effective communicative involvement with associates in allied professions.

All SLOs are designed to meet the required Knowledge and Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard V ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard V](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_V))

TOPICS ADDRESSED	KASA
Intervention strategies specific to the patient	Standard V

population	
Ethical principles in the workplace	Standard V
Application of diagnostic and treatment principles for the specific population and site.	Standard V
Documentation according to the specific site requirements	Standard V
Counseling	Standard V

Evaluation Methods: An apprenticeship model of instruction is encouraged. Each off-campus clinical supervisor determines site-specific student learning outcomes. Each supervisor is provided with an “Assessment of Clinical Performance” based on the student learning outcomes to be acquired by the end of the semester.

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to be at the clinic site on the days/times determined by the clinic supervisor. If you cannot come to the clinic site for any reason please contact the clinic supervisor.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, case presentations, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Beukleman, David R., and Mirenda (2005) Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, Third Edition. Baltimore, MD: Paul H. Brookes Publishing Co.

Course Content: This 1-credit course will help prepare students to work with children and adults who need/use augmentative/alternative means of communicating.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Describe the principals and functions of augmentative and alternative communication.
2. Discuss and explain the assessment and selection process of augmentative and alternative communication.
3. Determine treatment strategies for augmentative and alternative communication intervention based on assessment results.
4. Identify characteristics and needs of differing populations and how they may benefit from augmentative and alternative communication.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard_IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
AAC users-who are they?	Standard IV-B
Assessment and selection of AAC devices	Standard IV-C & D

Training the patients/family and community	Standard IV-C & D
Funding issues/insurance	Standard IV C& D
Multicultural issues in Assessment and Treatment	Standard IV-D

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Quizzes
- c. Group projects
- d. Class Participation

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, group projects, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Professional Issues in Speech-Language Pathology and Audiology, 3rd Edition by Rosemary Lubinski, Lee Ann Golper and Carol M. Frattali

ASHA Code of Ethics: <http://www.asha.org/docs/pdf/ET2010-00309.pdf> ; ASHA Scope of Practice in SLP: <http://www.asha.org/docs/pdf/SP2007-00283.pdf>; Statement of the ASHA Board of Ethics: <http://www.asha.org/Practice/ethics/BOE-Code-Enforcement/> ; ASHA Preferred Practice Patterns for the Professions of Speech-Language Pathology and Audiology: <http://www.asha.org/docs/pdf/PP2004-00191.pdf>; South Carolina Board of Examiners practice guidelines.

Course Content: This 1-credit course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of speech-language pathology.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Contrast professional and business practices in different speech-language work settings.
2. Evaluate service delivery systems (e.g. educational, private practice).
3. Analyze diversity issues and practices in the work setting.
4. Identify opportunities to re-invent oneself over the course of a professional career.
5. Advocate for the profession by educating the public and other related professions.
6. Complete the initial process of applying for ASHA certification and state licensure.
7. Identify predictable ethical risks and prevention strategies for ethical violations in each job setting.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV F (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Employment settings, job exploration/preparation	Standard IV-E-H

Credentialing/licensure	Standard IV-E-H
Ethics and legal considerations	Standard IV-E-H
Professional advocacy	Standard IV-E-H

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Ethical reflection papers
- b. Class discussions
- c. Group projects
- d. Class Participation

Classroom Grading Scale:

- A 94-100
- B+ 90-93
- B 87-89
- C+ 83-86
- C 80-82
- F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level **615** Title **Voice Disorders**

Semester hours **2** Clock hours: Lecture **2** Laboratory _____

Prerequisites **Undergraduate leveler courses (Structured Clinical Observations, Anatomy and Physiology of the Speech and Hearing Mechanism, Language and Speech Development, Language and Phonology Disorders, Phonetics)**

Enrollment expectation **25**

Indicate any course for which this course is a (an)

modification **NA**
(proposed change in course title, course description, course content or method of instruction)

substitute **NA**
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate **NA**
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Kristine Lundgren,ScD**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation **Fall 2019**

Date of School/Department approval _____

Catalog description:

This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course is designed to introduce students to disorders of the voice in children and adults and techniques for assessment and treatment of voice disorders across the lifespan.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, videos, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Sapienza, C.M. & Hoffman Ruddy, B. (2013). Voice Disorders, 2nd edition. Plural Publishing Inc., San Diego, CA.

Course Content: This 2-credit course will help prepare students for working with pediatric and adult populations with voice disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Explain the anatomy and physiology of phonation, with special focus on neuroanatomy and laryngeal anatomy and physiology.
2. Discuss the prevention and etiologies of voice disorders in children and adults.
3. Assess and diagnose voice disorders across the lifespan.
4. Develop knowledge about evaluation of patient progress and treatment efficacy
5. Develop knowledge of processes used in research and the integration of research principles into evidence-based practice in the management of voice disorders.
6. Develop skill in the administration of a basic clinical examination of vocal function

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Normal and abnormal anatomy as it relates to voice production	Standard IV-B
Assessment and diagnosis of voice disorders	Standard IV-C & D
Treatment and prevention of voice disorders	Standard IV-C & D
EBP and voice assessment/treatment	Standard IV E & F

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

- a. Exams
- b. Group projects
- c. Video reflection papers
- d. Class Participation

Classroom Grading Scale:

- A 94-100
- B+ 90-93
- B 87-89
- C+ 83-86
- C 80-82
- F 79 or below

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School **SPEECH PATHOLOGY** Date July 15, 2015

Course No. or Level 617 Title: **Fluency Disorders**

Semester hours 2 Clock hours: Lecture 2 Laboratory _____

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification NA
(proposed change in course title, course description, course content or method of instruction)

substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2019

Date of School/Department approval _____

Catalog description:

This course explores the theoretical and diagnostic approaches to the modification of stuttering behavior. Students will learn to identify normal and abnormal anatomy as it relates to speech production and will learn to assess and diagnose fluency of speech across the lifespan.

- Purpose:**
1. Graduate-level students in Speech-Language Pathology
 2. This course is designed to introduce students to fluency disorders and techniques for assessment and treatment of fluency disorders across the lifespan.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, videos and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

Guitar, B. (2014). Stuttering: An Integrated Approach to Its Nature and Treatment, 4th edition. Lippincott Williams & Wilkins, Baltimore, MD.

Course Content: This 2-credit course will help prepare students for working with pediatric and adult populations with fluency disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Identify normal and abnormal anatomy as it relates to speech production.
2. Identify and describe normal and abnormal speech fluency.
3. Assess and diagnose fluency of speech across the lifespan.
4. Develop knowledge about evaluation of patient progress and treatment efficacy
5. Develop knowledge of processes used in research and the integration of research principles into evidence-based practice in the management of fluency disorders.
6. Develop skill in the administration of a basic clinical examination of speech fluency

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV B (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> - Standard IV)

TOPICS ADDRESSED	KASA
Normal and abnormal anatomy as it relates to speech production	Standard IV-B
Assessment and diagnosis of fluency disorders	Standard IV-C & D
Treatment of fluency disorders	Standard IV-C & D
EBP and fluency prevention/assessment/treatment	Standard IV E & F

Name of person preparing course description: Kristine Lundgren, ScD

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2019

Date of School/Department approval _____

Catalog description:

This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

- Purpose:**
1. Graduate-level students in Speech Pathology
 2. This course provides an externship placement for students to gain clinical hours under the supervision of an ASHA certified Speech-Language Pathologist

Teaching method planned: direct work with clients under the supervision of an ASHA certified Speech-Language Pathologist

Textbook and/or materials planned (including electronic/multimedia):

None

Teaching method planned: Multiple strategies incorporating direct instruction and supervised clinical work.

Course Content: This variable-credit course will help prepare students for working with clients/patients/students with communication and/or swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

- a. Use professional literature and resources in a critical manner
- b. Develop sequenced objectives based on client's long range goals, current level of performance, and functional communicative needs
- c. Plans and utilize appropriate assessment measures and behavioral probes.
- d. Use language and instructional procedures appropriate to client's level of comprehension and performance
- e. Maintain appropriate focus, type and schedule of reinforcement on target behavior
- f. Modify materials, tasks and/or conditions as appropriate for optimal learning

- g. Explain progress to client in manner consistent with client's pattern of performance
- h. Writes reports that clearly and accurately state quantitative and qualitative aspects of client's performance
- i. Attend to client in ways that facilitate client's expression of self
- j. Share relevant and pertinent aspects of self with client
- k. Involve client in determining tasks, objectives, etc. in ways congruent with client's abilities and needs
- l. Maintain an effective communicative interaction with the client's family/friends
- m. Demonstrate effective communicative involvement with associates in allied professions.

All SLOs are designed to meet the required Knowledge and Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard V ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard V](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_V))

TOPICS ADDRESSED	KASA
Intervention strategies specific to the patient population	Standard V
Ethical principles in the workplace	Standard V
Application of diagnostic and treatment principles for the specific population and site.	Standard V
Documentation according to the specific site requirements	Standard V
Counseling	Standard V

Evaluation Methods: An apprenticeship model of instruction is encouraged. Each off-campus clinical supervisor determines site-specific student learning outcomes. Each supervisor is provided with an "Assessment of Clinical Performance" based on the student learning outcomes to be acquired by the end of the semester.

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to be at the clinic site on the days/times determined by the clinic supervisor. If you cannot come to the clinic site for any reason please contact the clinic supervisor.

Teaching method planned: direct work with clients under the supervision of an ASHA certified Speech-Language Pathologist

Textbook and/or materials planned (including electronic/multimedia):

None

Teaching method planned: Multiple strategies incorporating direct instruction and supervised clinical work.

Course Content: This variable-credit course will help prepare students for working with clients/patients/students with communication and/or swallowing disorders.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

- n. Use professional literature and resources in a critical manner
- o. Develop sequenced objectives based on client’s long range goals, current level of performance, and functional communicative needs
- p. Plans and utilize appropriate assessment measures and behavioral probes.
- q. Use language and instructional procedures appropriate to client’s level of comprehension and performance
- r. Maintain appropriate focus, type and schedule of reinforcement on target behavior
- s. Modify materials, tasks and/or conditions as appropriate for optimal learning
- t. Explain progress to client in manner consistent with client’s pattern of performance
- u. Writes reports that clearly and accurately state quantitative and qualitative aspects of client’s performance
- v. Attend to client in ways that facilitate client’s expression of self
- w. Share relevant and pertinent aspects of self with client
- x. Involve client in determining tasks, objectives, etc. in ways congruent with client’s abilities and needs
- y. Maintain an effective communicative interaction with the client’s family/friends
- z. Demonstrate effective communicative involvement with associates in allied professions.

All SLOs are designed to meet the required Knowledge and Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard V ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard V](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_V))

TOPICS ADDRESSED	KASA
Intervention strategies specific to the patient	Standard V

population	
Ethical principles in the workplace	Standard V
Application of diagnostic and treatment principles for the specific population and site.	Standard V
Documentation according to the specific site requirements	Standard V
Counseling	Standard V

Evaluation Methods: An apprenticeship model of instruction is encouraged. Each off-campus clinical supervisor determines site-specific student learning outcomes. Each supervisor is provided with an “Assessment of Clinical Performance” based on the student learning outcomes to be acquired by the end of the semester.

Classroom Grading Scale:

A 94-100

B+ 90-93

B 87-89

C+ 83-86

C 80-82

F 79 or below

Attendance Policy:

Students are expected to be at the clinic site on the days/times determined by the clinic supervisor. If you cannot come to the clinic site for any reason please contact the clinic supervisor.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, group discussion, Protection of Human Subject training, group/individual research project, and student guided problem solving.

Textbook and/or materials planned (including electronic/multimedia):

None

Course Content: This 3-credit course will increase knowledge of applied research and research design, data collection, analysis and presentation of results.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course students will be able to:

1. Discuss the FMU IRB process
2. Synthesize relevant research literature
3. Design an appropriate research proposal under the supervision of a faculty mento
4. Discuss strengths and weakness of research designs
5. Demonstrate appropriate technical writing styles
6. Demonstrate appropriate professional presentation style

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2014). This course addresses Standard IV F ([http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/ - Standard_IV](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/-Standard_IV))

TOPICS ADDRESSED	KASA
Collaborative research	Standard IV-F
Data collection	Standard IV-F
Data analysis	Standard IV-F
Professional presentations	Standard IV-F

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.

Final poster presentation

Classroom Grading Scale:

This is a pass/fail course.

Attendance Policy:

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.