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:

[Mary Louise Nagata, “Intersecting Communities: Gender, Family and the Socioeconomic History of Kyoto” unpublished]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

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

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

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

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

Segment 3

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

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

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<thead>
<tr>
<th>Week</th>
<th>Reading assignment</th>
<th>General topic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26</td>
<td>Ebrey 8, China Sources 19-21</td>
<td>Song dynasty China, Chingiss Qan</td>
<td>Golden</td>
</tr>
<tr>
<td>11/2</td>
<td>Ebrey 9, Korea</td>
<td>Koryo Korea before Mongols</td>
<td></td>
</tr>
</tbody>
</table>
Sources Part 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading assignment</th>
<th>General topic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/9</td>
<td>Ebrey 12,</td>
<td>China and Korea under the Mongols: Kubilai Qan and Yuan dynasty</td>
<td></td>
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</table>

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

Segment 5

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

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

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

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:**


**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.

9/03
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:
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.
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](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 online 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:

**METHODS OF EVALUATION:**

**Evaluation Methods:**
<table>
<thead>
<tr>
<th>Blackboard Discussion</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Scenario A</td>
<td>20%</td>
</tr>
<tr>
<td>Case Scenario B</td>
<td>20%</td>
</tr>
<tr>
<td>Healthcare mobile application design &amp; development Group project</td>
<td>40%</td>
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</table>

**Graduate Classroom Grading Scale:**

<table>
<thead>
<tr>
<th>Alphabetic</th>
<th>Raw Score</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>B+</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>83-86</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
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<tr>
<td>F</td>
<td>79 or below</td>
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**Undergraduate Classroom Grading Scale:**

<table>
<thead>
<tr>
<th>Alphabetic</th>
<th>Score</th>
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Appendix to the General Faculty Agenda – October 15, 2015

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>70-75</td>
</tr>
<tr>
<td>D+</td>
<td>66-69</td>
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<td>D</td>
<td>60-65</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>

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 with 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Corresponding Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Informatics in the</td>
<td>Chapters 1 &amp; 2</td>
<td>Self-Introduction</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapters</td>
<td>Discussion Board</td>
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<tr>
<td>2</td>
<td>Ensuring the Quality and Best Use of Information</td>
<td>Chapters 3 &amp; 4</td>
<td>Discussion Board Question #1 opens</td>
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<tr>
<td></td>
<td>The Internet and the World Wide Web: An Overview</td>
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<tr>
<td>3</td>
<td>Professional Use of Electronic Resources</td>
<td>Chapters 5 &amp; 6</td>
<td>Discussion Board Question #1 Closes</td>
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<tr>
<td></td>
<td>Healthcare Information Systems</td>
<td></td>
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<tr>
<td>4</td>
<td>Strategic Planning for Information Technology Projects</td>
<td>Chapters 7 &amp; 8</td>
<td>Discussion Board Question #2 opens</td>
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<tr>
<td></td>
<td>Selecting a Healthcare Information System</td>
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<tr>
<td>5</td>
<td>Improving the Usability of Health Informatics Applications</td>
<td>Chapters 9 &amp; 12</td>
<td>Discussion Board Question #2 Closes</td>
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<tr>
<td></td>
<td>Information Security and Confidentiality</td>
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<tr>
<td>6</td>
<td>Electronic Health Record</td>
<td>Chapters 14 &amp; 16</td>
<td>Discussion Board Question #3 opens</td>
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<td></td>
<td>Personal Health Records</td>
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<td><strong>Case Scenario A Due</strong></td>
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<td>7</td>
<td>The Role of Standardized Terminology and Language in Informatics</td>
<td>Chapters 15 &amp; 17</td>
<td>Discussion Board Question #3 Closes</td>
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<td></td>
<td>Health Information Exchanges</td>
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<td>8</td>
<td>Integrating Technology, Informatics, and the Internet Into Health Education</td>
<td>Chapter 23 &amp; 24</td>
<td>Discussion Board Question #4 opens</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapters</td>
<td>Discussion Board</td>
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<tr>
<td>9</td>
<td>Consumer Education and Informatics</td>
<td>Chapters 25, 26, &amp; 27</td>
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<td></td>
<td>Telehealth</td>
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<td></td>
<td>Public Health Informatics</td>
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<td></td>
<td>Evidence-Based Practice and Research</td>
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<tr>
<td>10</td>
<td>Health Policy and Health Information Technology Legislation</td>
<td>Chapters 18 &amp; 19</td>
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<tr>
<td>11</td>
<td>Regulatory and Reimbursement Issues</td>
<td>Chapters 20, 21, &amp; 22</td>
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<td></td>
<td>Accreditation Issues for Information System Design and Use</td>
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<td></td>
<td>Continuity Planning and Management (Disaster Recovery)</td>
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<tr>
<td>12</td>
<td>Health App/tool Design</td>
<td></td>
<td>Healthcare App/tool Design Due</td>
</tr>
</tbody>
</table>

**Online Participation Rubric:**
The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

<table>
<thead>
<tr>
<th>POST</th>
<th>EVALUATION CRITERIA</th>
<th>EARNED POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary post worth a total of 50 points</td>
<td>*On time</td>
<td>10 points</td>
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<td></td>
<td>*All topic areas covered</td>
<td>10 points</td>
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<tr>
<td></td>
<td>*References provided if appropriate</td>
<td>10 points</td>
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<tr>
<td></td>
<td>*Substantive content</td>
<td>10 points</td>
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<tr>
<td></td>
<td>*Acceptable grammar</td>
<td>10 points</td>
</tr>
<tr>
<td>Secondary posts (2) worth 25 points each</td>
<td>*On time</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>*Reflects or references others’ posts</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>*Added new thoughts or ideas to the post stream</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>*Acceptable grammar</td>
<td>5 points</td>
</tr>
</tbody>
</table>
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, resonation, 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):

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)

<table>
<thead>
<tr>
<th>TOPICS ADDRESSED</th>
<th>KASA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal and abnormal anatomy as it relates to respiration, articulation, and phonation</td>
<td>Standard IV-B-C</td>
</tr>
<tr>
<td>Assessment of muscles and nerves associated with speech and swallowing</td>
<td>Standard IV-B-C</td>
</tr>
<tr>
<td>Describe impact of disordered structure and or function to communication</td>
<td>Standard IV-B-C</td>
</tr>
</tbody>
</table>

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 _507_ Title: **Language and Speech Development**

Semester hours _3_ Clock hours: Lecture _3_ Laboratory

Prerequisites: a. 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 addresses the theory and evidence associated with the development of phonology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in child language development. This course will help students gain a better understanding of the difference between normal development and disordered development.

**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):

**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.


<table>
<thead>
<tr>
<th>TOPICS ADDRESSED</th>
<th>KASA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal language development</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Normal speech sound development</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Theories of language acquisition</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Multilingual and multicultural issues</td>
<td>Standard IVD</td>
</tr>
<tr>
<td>Determining language age</td>
<td>Standard IV-C</td>
</tr>
</tbody>
</table>

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

- Exams
- Quizzes
- Video reflection papers
- Class Participation

**Classroom Grading Scale:**
A 94-100
B+ 90-93
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):**

**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


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<thead>
<tr>
<th>TOPICS ADDRESSED</th>
<th>KASA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis of speech and language disorders</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Approaches to the assessment of speech and language across the lifespan</td>
<td>Standard IV-C &amp; D</td>
</tr>
<tr>
<td>Approaches to the treatment of speech and language across the lifespan</td>
<td>Standard IV-C &amp; D</td>
</tr>
<tr>
<td>Emergence and development of literacy</td>
<td>Standard IV C &amp; D</td>
</tr>
<tr>
<td>Multicultural issues in Assessment and Treatment</td>
<td>Standard IV-D</td>
</tr>
</tbody>
</table>

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

Attendance Policy:
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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: 515  Title: Phonetics

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 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 speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet.

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):

**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.


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<thead>
<tr>
<th>TOPICS ADDRESSED</th>
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<tbody>
<tr>
<td>Phonetic symbols</td>
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<tr>
<td>Transcription</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Use of diacritic markers</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Standard, non-standard, and disordered speech sounds</td>
<td>Standard IV B-D</td>
</tr>
<tr>
<td>Use of transcription in assessment and treatment</td>
<td>Standard IV-B-D</td>
</tr>
</tbody>
</table>

**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.
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)

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<td>HIPAA training</td>
<td>Standard IV-B-C</td>
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<tr>
<td>Basic speech and language treatment procedures</td>
<td>Standard IV-B-C</td>
</tr>
<tr>
<td>ASHA standards</td>
<td>Standard IV-B-C</td>
</tr>
</tbody>
</table>

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):**

**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))

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<tr>
<th>TOPICS ADDRESSED</th>
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</thead>
<tbody>
<tr>
<td>Linguistic, developmental and cultural bases of basic human communication in school age children</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Receptive and expressive language skills</td>
<td>Standard IV-C-F</td>
</tr>
<tr>
<td>Cognitive and social aspects of communication.</td>
<td>Standard IV-C-F</td>
</tr>
<tr>
<td>Assessment and treatment of speech, language and hearing disorders in school age children</td>
<td>Standard IV-C-F</td>
</tr>
</tbody>
</table>
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: 537                        Title: Speech and Hearing Science

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

Catalog description:
This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, acoustics of voice and speech production.

Purpose:
1. Graduate-level students in Speech-Language Pathology
2. This course is designed to introduce students to basic concepts in speech and hearing science.

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

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

**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.


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<thead>
<tr>
<th>TOPICS ADDRESSED</th>
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<tr>
<td>Acoustics</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Speech Acoustics</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Reading &amp; discriminating between spectrograms</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Exposure to noise and prevention of hearing loss</td>
<td>Standard IV B</td>
</tr>
</tbody>
</table>

**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:**
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____________________________________________________
Date of Implementation ______________ Fall 2018 __________________________

Date of School/Department approval ______________________________________

Catalog description:
This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, and principles and methods of assessment and intervention.

Purpose:  
1. Graduate-level students in Speech Pathology  
2. This course is designed to introduce students to language and communication disorders in children from birth through five.

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):

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 the linguistic, developmental and cultural bases of basic human communication in young children.  
2. The student will identify pre and postnatal factors that may negatively impact normal development.  
3. The student will demonstrate knowledge of and skill in identifying methods of prevention of speech, language, hearing and swallowing disorders in infants, toddlers and preschoolers.  
4. The student will demonstrate knowledge of typical infant, toddler and preschool hearing development and the impact on speech and language.  
5. The student will demonstrate knowledge of the cognitive aspects of communication.  
6. The student will demonstrate knowledge of and skill in selecting and administering age-appropriate screening and evaluation techniques and measurements for speech, language and hearing disorders.  
7. 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)

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

**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:

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)

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<td>Diverse populations in South Carolina and US</td>
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<tr>
<td>Working in a global society</td>
<td>Standard IV-D</td>
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<tr>
<td>How diversity impacts service delivery</td>
<td>Standard IV-D</td>
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</tbody>
</table>
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.
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: 547 Title: Neurology of Speech-Language and Hearing

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, Sc.D

Department Chairperson’s/Dean's Signature ________________________________

Provost’s Signature ________________________________

Date of Implementation ____________Fall 2018________________________

Date of School/Department approval ________________________________

Catalog description:
This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing. This course will increase knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.

Purpose:
1. Graduate-level students in Speech Pathology
2. This course is designed to introduce students to the brain, how it functions, and how damage to the brain affects communication.

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):

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)

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<td>Cranial nerve function</td>
<td>Standard IV-B</td>
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<td>Blood flow</td>
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<td>Cerebral function (localization of function)</td>
<td>Standard IV-B</td>
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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):


**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)

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<td>Standard V</td>
</tr>
<tr>
<td>Ethical principles</td>
<td>Standard V</td>
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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):

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)

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<tr>
<td>Normal and abnormal anatomy as it relates to swallowing</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Assessment and diagnosis of swallowing disorders</td>
<td>Standard IV-C &amp; D</td>
</tr>
<tr>
<td>Treatment of swallowing disorders</td>
<td>Standard IV-C &amp; D</td>
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<tr>
<td>EBP and swallowing assessment/treatment</td>
<td>Standard IV E &amp; F</td>
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<tr>
<td>Non-oral options for nutritional intake</td>
<td>Standard IV-C-F</td>
</tr>
<tr>
<td>Multicultural issues in Assessment and Treatment</td>
<td>Standard IV-D</td>
</tr>
</tbody>
</table>

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):

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)

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<th>TOPICS ADDRESSED</th>
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<tr>
<td>Conduct of research</td>
<td>Standard IV-F</td>
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<tr>
<td>Components of a research article</td>
<td>Standard IV-F</td>
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<tr>
<td>Planning a research study</td>
<td>Standard IV-F</td>
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<tr>
<td>Evidence-based practice</td>
<td>Standard IV-F</td>
</tr>
</tbody>
</table>

Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.
aa. Exams
bb. Quizzes
c. Literature Review paper
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 _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):


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)

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<tr>
<th>TOPICS ADDRESSED</th>
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<td>Normal and abnormal anatomy as it relates to hearing</td>
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<tr>
<td>Assessment and diagnosis of hearing disorders</td>
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<td>Rehabilitation/habilitation of hearing disorders</td>
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<td>Cochlear implants</td>
<td>Standard IV C&amp; D</td>
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<tr>
<td>Multicultural issues in Assessment and Treatment</td>
<td>Standard IV-D</td>
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</tbody>
</table>

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)

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<tr>
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<td>Neurology Review</td>
<td>Standard IV-B</td>
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<tr>
<td>Stroke (Aphasia and Right Hemisphere Disorders)</td>
<td>Standard IV-C, D, and E</td>
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<tr>
<td>Traumatic Brain Injury</td>
<td>Standard IV-C, D and E</td>
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<tr>
<td>The Dementias</td>
<td>Standard IV-C, D, and E</td>
</tr>
<tr>
<td>Multicultural issues in Assessment and Treatment</td>
<td>Standard IV-D</td>
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</table>

**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):

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

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.
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)

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<thead>
<tr>
<th>TOPICS ADDRESSED</th>
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<td>Intervention strategies and EBP</td>
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<td>Ethical principles</td>
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<tr>
<td>Application of diagnostic and treatment principles</td>
<td>Standard V</td>
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<tr>
<td>Evaluation Methods: All specific grading guidelines and other course documents will be posted and discussed the first day of class.</td>
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<td>jj. Documentation (reports, progress notes, treatment plans)</td>
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<td>kk. Clinic performance</td>
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<td>ll. Self reflection papers</td>
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<tr>
<th>Classroom Grading Scale:</th>
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<tr>
<td>A 94-100</td>
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<th>Attendance Policy:</th>
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<tr>
<td>Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor.</td>
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</tbody>
</table>
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 ___581___ Title: **Hearing Clinical Practicum**

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___________________________
  (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 provides students with the opportunity to conduct hearing screenings for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by the American Speech, Language and Hearing Association.

**Purpose:**
1. Graduate-level students in Speech Pathology
2. This course is designed as an introduction the screening of hearing abilities in children and adults.

**Teaching method planned:** seminars, group discussions, direct intervention with clients/patients.
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)

<table>
<thead>
<tr>
<th>TOPICS ADDRESSED</th>
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<td>Components of a hearing screen</td>
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<tr>
<td>Identification of hearing difference</td>
<td>Standard V</td>
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<tr>
<td>Documentation of hearing difference</td>
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<td>Referral process</td>
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<td>Self reflection</td>
<td>Standard V</td>
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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. 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):

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)

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<tr>
<th>TOPICS ADDRESSED</th>
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<tr>
<td>Normal and abnormal anatomy as it relates to speech production</td>
<td>Standard IV-B</td>
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<tr>
<td>Assessment and diagnosis of motor speech disorders</td>
<td>Standard IV-C &amp; D</td>
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<tr>
<td>Treatment of motor speech disorders</td>
<td>Standard IV-C &amp; D</td>
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<tr>
<td>Cultural and demographic considerations</td>
<td>Standard IV-C-F</td>
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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. 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.
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___595___Title: Medical Aspects of Speech-Language Pathology

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 will provide students in medical field placements with knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, goal setting, interdisciplinary team approaches, prioritizing treatment concerns and discharge planning. Case study presentations and discussions will be generated from students' field placement experiences.

Purpose: 1. Graduate-level students in Speech Pathology
          2. This course is designed to introduce students the medical field of speech language pathology in order to better prepare students for success in their clinical placements.
Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, videos, case presentations, group discussion, and student guided problem solving.


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)

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<tr>
<th>TOPICS ADDRESSED</th>
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<td>Medical terminology and the electronic medical record</td>
<td>Standard IV-B-F</td>
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<tr>
<td>Insurance billing/documentation issues</td>
<td>Standard IV-C-f</td>
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<tr>
<td>Working with trachs and vents</td>
<td>Standard IV-C-F</td>
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</table>
Medical issues related to laryngectomy | 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. **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.
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___601___ Title: Advanced Clinical Practicum I

Semester hours___3____ Clock hours: Lecture___3_____ Laboratory________

Prerequisites: Pre-Professional prerequisite course and SP 580: Clinical Practicum I

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 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)

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<tr>
<td>Intervention strategies specific to the patient</td>
<td>Standard V</td>
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<tr>
<td>Population</td>
<td>Standard V</td>
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<tr>
<td>Ethical principles in the workplace</td>
<td>Standard V</td>
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<tr>
<td>Application of diagnostic and treatment principles for the specific population and site.</td>
<td>Standard V</td>
</tr>
<tr>
<td>Documentation according to the specific site requirements</td>
<td>Standard V</td>
</tr>
<tr>
<td>Counseling</td>
<td>Standard V</td>
</tr>
</tbody>
</table>

**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.
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_607_Title: Augmentative/Alternative Communication

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 2019__________________________

Date of School/Department approval_______________________________________

Catalog description:
This course provides fundamental knowledge of the principles and functions of augmentative and alternative communication. The course will provide students with the skills needed to assess the needs of differing populations and determine the best treatment strategies.

Purpose:  
1. Graduate-level students in Speech Pathology  
2. This course will provide background knowledge about concepts, strategies, techniques and issues that are unique to the field of augmentative and alternative communication (AAC)
**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):**


**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.


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<tr>
<th>TOPICS ADDRESSED</th>
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<tbody>
<tr>
<td>AAC users-who are they?</td>
<td>Standard IV-B</td>
</tr>
<tr>
<td>Assessment and selection of AAC devices</td>
<td>Standard IV-C &amp; D</td>
</tr>
</tbody>
</table>
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.
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___610___ Title: Professional Issues and Ethics

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 2019______________________________

Date of School/Department approval_____________________________________

Catalog description:
This 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 therapy.

Purpose:
1. Graduate-level students in Speech Pathology
2. This course is designed to introduce students to professional issues in the field of Speech-Language Pathology at the state and national level.
**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


**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.


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<tr>
<th>TOPICS ADDRESSED</th>
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<tr>
<td>Employment settings, job exploration/preparation</td>
<td>Standard IV-E-H</td>
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<tr>
<td>Credentialing/licensure</td>
<td>Standard IV-E-H</td>
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<tr>
<td>Ethics and legal considerations</td>
<td>Standard IV-E-H</td>
</tr>
<tr>
<td>Professional advocacy</td>
<td>Standard IV-E-H</td>
</tr>
</tbody>
</table>

**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.
Appendix to the General Faculty Agenda – October 15, 2015

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):


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)

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<td>Normal and abnormal anatomy as it relates to voice production</td>
<td>Standard IV-B</td>
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<tr>
<td>Assessment and diagnosis of voice disorders</td>
<td>Standard IV-C &amp; D</td>
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<tr>
<td>Treatment and prevention of voice disorders</td>
<td>Standard IV-C &amp; D</td>
</tr>
<tr>
<td>EBP and voice assessment/treatment</td>
<td>Standard IV E &amp; F</td>
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</table>

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):**


**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


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<td>Treatment of fluency disorders</td>
<td>Standard IV-C &amp; D</td>
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<td>EBP and fluency prevention/assessment/treatment</td>
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</table>
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 ___620___ Title: Advanced Clinical Practicum I

Semester hours ___9___ Clock hours:  Lecture _____9_____ Laboratory_______

Prerequisites: Pre-Professional prerequisite course and successful completion of SP 601: 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_________________________ 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)

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<td>Counseling</td>
<td>Standard V</td>
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**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.
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___621___Title: Advanced Clinical Practicum II

Semester hours___3___Clock hours:   Lecture_____3______Laboratory________

Prerequisites: Pre-Professional prerequisite course and successful completion of SP 620: Advanced Clinical Practicum I

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 2020_______________________________

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:

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

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<td>Application of diagnostic and treatment principles for the specific population and site.</td>
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<td>Standard V</td>
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<tr>
<td>Counseling</td>
<td>Standard V</td>
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</table>

**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.
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 **620** Title: **Research Methods II: Capstone Project**

Semester hours **3** Clock hours: Lecture **3** Laboratory **

Prerequisites: Pre-Professional prerequisite courses and successful completion of SP 567: Research Methods I

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 2020**

Date of School/Department approval

**Catalog description:**
This course will increase knowledge of applied research and research design, data collection, analysis and presentation of results.

**Purpose:**
1. Graduate-level students in Speech Pathology
2. This course is designed increase knowledge of the methods used to design and complete a research project under the supervision of a faculty mentor.
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 mentor
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)

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<tr>
<td>Data collection</td>
<td>Standard IV-F</td>
</tr>
<tr>
<td>Data analysis</td>
<td>Standard IV-F</td>
</tr>
<tr>
<td>Professional presentations</td>
<td>Standard IV-F</td>
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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.