** Northern Arizona University**

                  *College* of Health and Human Services

                  *Department* of Communication Sciences and Disorders

Top of Form

**Syllabus**

**Course Prefix, Section number, Title**:  CSD 350, Section \*\*\*, Communication Development in Children

**Term/Year**: \*\*\*\*

**Total Units of Course Credit:** 3

**Course Pre-requisite(s), Co-requisites(s), Co-convened, and/or Cross Listed Courses:** None

**Instruction Mode:** Online, Asynchronous

**Instructor**: \*\*\*

**Teaching Assistant (TA):** \*\*\*

**Instructor’s Contact Information:** \*\*\*

**Instructor’s Availability\*\*\***

**Course Purpose:**

This course is required for the BS degree in Communication Sciences & Disorders. It may also be used as a leveling class for graduate students. In this course, students will learn childhood normal development of speech and language, including the relationship of perceptual, cognitive, social-emotional, motor, and communicative factors with an emphasis on language and articulatory systems as well as articulation and language acquisition.

**Course Student Learning Outcomes:**

Upon completion of this course the student will be able to:

* Describe prominent theories of language acquisition.
* Describe varieties of learning and interaction styles across individuals, age groups and cultures.
* Interpret normal development of motor, cognitive, social-emotional, and communicative development from birth through adolescence.
* Identify the major components of language.
* Interpret basic morphological and syntactic analysis.

**Assignments/Assessments of Course Student Learning Outcomes:**

Prerequisite knowledge needed to be successful in this course: None. This course will help you in subsequent courses that require basic knowledge of children’s speech and language development.

**MODULE 1: Introduction to Speech, Language, Hearing and Communication**

* Read Chapter 1 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* Participate in Wrap Up Activity

**MODULE 2: Building Blocks of Language**

* Read Chapter 2 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* View Morpheme Analysis and DSS Categories Powerpoint
* Morpheme Analysis and DSS Categories Quiz
* Discussion
* Participate in Wrap Up Activity

**MODULE 3: Neuroanatomy & Neurophysiology of Language**

* Read Chapter 3 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* Participate in Wrap Up Activity

**MODULE 4: Science & Theory of Language Development**

* Read Chapter 4 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* Discussion
* Participate in Wrap Up Activity

**MIDTERM EXAM: Covers Modules 1-4 Content**

**MODULE 5: Infant**

* Read Chapter 5 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* Participate in Wrap Up Activity

**MODULE 6: Toddler**

* Read Chapter 6 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* Discussion
* Participate in Wrap Up Activity

**MODULE 7: Preschool**

* Read Chapter 7 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* View Morpheme Analysis and DSS Categories Powerpoint
* Morpheme Analysis and DSS Categories Quiz
* MLU Assignment-Read Instructions in the Course Content MLU Assignment Folder

**MODULE 8: School Years & Beyond**

* Read Chapter 8 of your e-textbook
* Engage in active learning by viewing the embedded videos, doing the Check Your Understanding quizzes, Application Activity, and end of the chapter quiz.
* Participate in Wrap Up Activity

**FINAL EXAM: Covers Modules 5-8 Content**

**DISCUSSIONS:** We will engage in graded a-synchronized discussions for modules 2,4, and 6 using a rubric outlining expectations and points available. **You will not be able to see other classmates' posts until you post your discussion response.**  Each discussion question will be found in "Discussions" in your course menu or you can also view it in the corresponding module. I feel confident that each of you brings unique and interesting insight and experience with communication in some form or another. This aspect of the class will allow you to expand on this as well as integrate new information. It is this aspect of the class that you engage in critical thinking skills as well as using those metalinguistic skills!

 To post your initial discussion post, click **" Create Thread."**

***To View the Rubric for each discussion:***

1) Go to the Discussion

2) Click on the tab that says "Grading Information"

3) Click on the icon that looks like a chart in the upper right hand corner. You can view the rubric there.

After the discussions are graded, you'll be able to see how you were graded per the rubric in your "My Grades."

**WRAP UP ACTIVITY IN EACH MODULE:** There will be an ungraded discussion in each module, with the exception of Module 7, for you to interact with your classmates on what you learned. The Wrap Up Activity discussions are ungraded. You are encouraged to participate. It helps the instructor get to know you better, assess your critical thinking skills, and an opportunity to go above and beyond (this is something we are asked by graduate schools when making a recommendation!).

**MLU ASSIGNMENT:**

 Morphological and syntactical analysis assignment/project (MLU assignment). This assignment is worth 100 points (75 points for morpheme analysis and 25 points for DSS). Please consider that this is almost 1/4 of your grade so even if you get 100% on all discussions, quizzes and exams, you may still receive a "C" for the course if you do not get the full points for this assignment. Refer to the MLU Assignment folder in the Course Content. This is considered a ***collaborative*** assignment whereby we work together to assure that mastery of the concepts is obtained. There are two deadlines for this assignment, the initial language sample due date and the closing date of the assignment. YOU WILL NOT WANT TO WAIT UNTIL THE CLOSING DATE TO FINISH YOUR ASSIGNMENT. WE WILL BE WORKING ON THE ASSIGNMENT TOGETHER ONCE YOUR INITIAL LANGUAGE SAMPLE IS SUBMITTED. THIS MAY TAKE NUMEROUS BACK AND FORTH INTERACTIONS. Ten points will be deducted for each day your MLU is submitted late (this refers to the initial language sample due date). You are not finished until you receive the 100 points (you will be notified of this in the comments section of the journal). Every semester a student fails this assignment due to time running out and not completing the assignment. Even if you have only one concept to still work on, you will not get the points. This is an **all or nothing** assignment.

**Quizzes/Exams/Discussions/MLU Assignment**

Exams are open book, multiple choice, with two attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt.

Quizzes in Module 2 & 7 are unlimited chances with your highest score recorded as your grade.There are no time limits on quizzes.

You will refer to the syllabus, Due Dates Announcement, or Timeline on the Course Content page to access discussion due dates, MLU project due dates, and quiz and exam due dates. ***Please read the Announcement regarding why the Calendar is not used in this class.***

If you wait till the last minute to complete the quizzes and exams, plan for computer difficulties. If you have an "unstable" computer, make other arrangements for taking your quiz/exam.

**Grading System:**

The points possible for this class are as follows:

***Discussions:*** Module 1, Module 4, Module 6 are 20 points each=60 points total

***MLU Assignment*** 100 points

***Morpheme Analysis and DSS Categories Quizzes***: Module 2 & Module 7- 25 each=50 points total

***Midterm Exam***: 100 points

***Final Exam:*** 100 points

Total points possible: 410

**GRADE POINT SCALE:**  The grade point scale is based on 410 possible points. Assignment of letter grades is based upon the percentage of the total points a student earns, as follows:

A = 89.5% to 100%

B = 79.5% to 89.4%

C = 69.5% to 79.4%

D = 59.5% to 69.4%

F = <59.4%

**READINGS AND MATERIALS:**

**Required e-Textbook:**

Pence Turnbull, K.  & Justice, L. (2017). Language

 development from theory to practice (3rd ed.) . Upper

 Saddle River, NJ: Pearson. ISBN: 9780134170602

\*\*\*You will need the ***Enhanced e-Textbook Access Card Package*** to complete activities required for this course\*\*\*

Option for print version of the textbook is also available at an additional cost.

**TENTATIVE SCHEDULE (Subject to Change)**

|  |  |
| --- | --- |
| **Type** | **Due Date & Description** |
| **Module 1** | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Participate in Wrap Up Activity (This is NOT a graded discussion)** |
| **Module 2** | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Module 2 Discussion-20 points possible.** **-Morpheme Analysis and DSS Categories Quiz. You have unlimited attempts, untimed, and your highest score is your recorded grade.****-Participate in Wrap Up Activity (This is NOT a graded discussion)** |
| **Module 3:**  | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Participate in Wrap Up Activity (This is NOT a graded discussion)** |
| **Module 4:**  | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Module 4 Discussion-20 points possible.** **-Participate in Wrap Up Activity (This is NOT a graded discussion)** |
| **Midterm Exam****Covers Modules 1-4** | **You have two attempts, the exam is timed, and your highest score is your recorded grade.** |
| **Module 5** | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Participate in Wrap Up Activity (This is NOT a graded discussion)** |
| **Module 6** | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Module 6 Discussion-20 points possible.** **-Participate in Wrap Up Activity** |
| **Spring Break**  | **Nothing due this week. ENJOY!!!** |
| **Module 7\*\*\*This Module allows for additional time so you can complete your MLU Assignment \*\*\*** | **-Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.****-Morpheme Analysis and DSS Categories Quiz. -MLU Assignment: There are 2 DUE DATES.** **1st Due Date: INITIAL LANGUAGE SAMPLE: \*\*\*****2nd Due Date: COMPLETION DATE \*\*\*****\*\*\*NO WRAP UP ACTIVITY THIS MODULE\*\*\*** |
| **Module 8:**  | **Complete the “Engage in Active Learning” activities embedded in your e-textbook for this chapter. View these expectations in the module.** |
| **Final Exam****Covers Modules 5-8** | **.You have two attempts, timed, and your highest score is your recorded grade.** |

**Quizzes/Exams/Assignments/Discussions**

**What time of day do quizzes, exams, assignments, and discussions open and close?** They open at 12:30 a.m. Phoenix, AZ. time. They close at 11:59 p.m. Phoenix, AZ. time on the due date given in the syllabus. The exception to this is the MLU completion date. That is due/closes by 5:00 p.m. Phoenix, AZ time on the due date. If you are in a different time zone, be sure to meet the Phoenix, AZ. time zone deadline.

There are Morpheme Analysis and DSS Categories quizzes in Modules 2 & 7. You have unlimited attempts possible and the highest score of your attempts is the recorded grade.

The midterm and final exams are open book, multiple choice/true false. You have two attempts possible to take them and the highest score of your attempts being the grade you receive. You will have 150 minutes for each exam, each attempt.

**MLU ASSIGNMENT:**

 Morphological and syntactical analysis assignment/project (MLU assignment). This assignment is worth 100 points (75 points for morpheme analysis and 25 points for DSS). Please consider that this is almost 1/4 of your grade so even if you get 100% on all quizzes and exams, you may still receive a "C" for the course if you do not get the full points for this assignment. Refer to MLU Assignment folder in the Course Content and Module 7 for information regarding this assignment. This is a collaborative assignment whereby we work together to assure that mastery of the concepts is obtained. There are two deadlines for this assignment, the initial language sample due date and the closing or completion date of the assignment. YOU WILL NOT WANT TO WAIT UNTIL THE CLOSING DATE TO FINISH YOUR ASSIGNMENT. WE WILL BE WORKING ON THE ASSIGNMENT TOGETHER ONCE YOUR LANGUAGE SAMPLE IS SUBMITTED. THIS MAY TAKE NUMEROUS BACK AND FORTH INTERACTIONS. Ten points will be deducted for each day your MLU is submitted late (this refers to the initial language sample due date). You are not finished until you receive the 100 points (you will be notified of this in the comments section of the journal). Every semester a student fails this assignment due to time running out and not completing the assignment. Even if you have only one concept to work on, you will not get the points. This is an **all or nothing** assignment.

**TIPS FOR SUCCESS IN THIS CLASS**

* **Plan to spend 9-10 hours each week** devoted to this course. This includes reading the material, doing active learning activities, quizzes, and the exams. It is expected that for every credit hour, you spend 3 hours in the course=9 hours. This expectation comes from the Arizona Board of Regents (ABoR).
* **Know the due dates.** Many students make the mistake of waiting until the 11th hour when something is due and then experience technology, family, etc. difficulties. You run the risk of not obtaining points when this happens.
* **READ THE MLU INSTRUCTIONS CAREFULLY. This assignment is work about a one-fourth of your grade or 25%. Contact the instructor if you have any questions before the initial language sample is due.**
* **Contact the Student Tech Support if you’re having trouble with any BB Learn technology aspect of the course**. They are open 24-7 and can proxy into your computer (with your permission) to help you. I am here for you regarding course content. Trying to assist you with technology is a rabbit hole we’d never come out of.
* **Contact the Pearson help center if you are experiencing difficulty with your e-Textbook.**
* **Please feel free to contact me Monday-Friday if you have any questions.** That’s why I’m here! I’m happy to help with questions, concerns, etc. about the course or content. Again, I do not work on the class on the weekends.

I understand “life happens.” I’ve been there too. I thought I would add this so each of you knows that I totally support you in whatever decisions you make in earning your grade for this class. I don’t “give” grades.

My hope for you is that you will find this course intellectually aerobic as well as having some fun with online learning. You might consider asking yourself this important question as you spend long hours preparing in this course, “If I had a stroke and needed an SLP, would I want someone like me for a therapist?”

**Course Policies**

**Retest/Makeup Tests:** Plan for computer difficulties. If you have an "unstable" computer, make other arrangements (library, Kinko's etc) for taking your exam. NAU Help desk is available 24 hours to help you avoid computer problems. We recommend using that resource before you take an exam to be sure you have the appropriate software installed on your computer. If you miss a quiz or exam, you can take them late, however you can only earn as high as 70% (or a low C grade) on the quiz or exam.

**Attendance:** You will want to check your class daily. Be sure to check Announcements and messages for changes in the class, etc.

**Late submissions** are not accepted without an institutional excuse. You will need to contact the Student Life office and proceed with a memo of absence in order to submit late work.

**FINAL EXAM SCHEDULE:**

To access the final exam schedule for mountain campus classes, refer to the Registrar's link: <https://nau.edu/Registrar/>

For Extended Campuses calendar access: <http://extended.nau.edu/>

**Emergency Textbook Loan Program**

Emergency Textbook Loan Program: To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists

students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf.

Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: [http://nau.edu/LEADS-Center/Textbook-Loan-Program/](https://iris.nau.edu/OWA/redir.aspx?C=T6cBaFasUEO1r1_awxVN6_FKCn_NkdEI702mvCykb5ATr_q4QL1L-fu-68Yx03IU3Z4FMnsKyEw.&URL=http%3a%2f%2fnau.edu%2fLEADS-Center%2fTextbook-Loan-Program%2f)

**Student Support Services**

The Student Learning Centers, TRIO Outreach programs, and Educational Support Services main office are back in the University Union, second floor.   Specific room locations are below:

**Student Learning Centers**

·         Tutoring-room 201

·         Transfer and Commuter Connections office/lounge-room 247

·         Peer Jacks lounge and staff-room 201

**TRIO Outreach programs**

·         Educational Talent Search (ETS)/Educational Opportunity Center (EOC)/Nizhoni-room 241

·         Upward Bound and Upward Bound Math Science-room 201

**Educational Support Services**

·         Main office – room 260

**NAU & HEALTH SCIENCES POLICY STATEMENTS**

**PROFESSIONAL DISPOSITIONS**

Students are expected to:

1. . Attend class via the internet daily. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the book does not equal being an active class participant!
2. . Participate fully in class assignments and discussions.
3. . Complete assignments by the due date. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines. See the "Calendar" function for due dates.
4. . Submit original work. Plagiarism of copy-written materials and/or other individual’s work will not be tolerated. Students who commit academic dishonesty will not receive credit for the class. Cheating/plagiarism will result in University disciplinary action, including suspension/expulsion.
5. . Complete assignments and quizzes as scheduled. No retests or extensions will be given.
6. . Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.
7. . Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.

**ACADEMIC INTEGRITY (Be sure to see the E-Learning link in your course menu)**

 Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declarationthat the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academicintegrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. The complete policy is in Appendix G of [NAU's](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Academic_Dishonesty.pdf) [Student Handbook](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Academic_Dishonesty.pdf).

 Violations of the Student Code of Conduct which exclusively involve issues of academic dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by students, faculty or, where appropriate, administrative personnel.

 Academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values require that students conduct themselves in a truthful, straightforward and honest fashion at all times.

 Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes, but is not limited to, the following: Plagiarism, collusion, cheating, fabrication/fraud, obtaining an unfair advantage, falsification or records/documents, and unauthorized access to information. Note: unintentional violations are still violations of academic integrity. It is student and faculty responsibility to know and adhere to the academic code of conduct.

**Types of Academic Dishonesty**

**Plagiarism:**There are many types of plagiarism and academic dishonesty, which are defined below. (Examples below are adapted from: http://www.sussex.ac.uk/academicoffice/1-4-1-2-2.html as well as http://hep.ucsb.edu/people/hnn/conduct/disq.html and http://www.scs.northwestern.edu/student/issues/academic\_integrity.cfm. Also see link at '[**OWL at Purdue**](http://owl.english.purdue.edu/owl/resource/589/01/)' (Purdue University, US), which has produced an excellent set of examples for what is and is not proper practice, http://owl.english.purdue.edu/owl/resource/589/01/)

 *Complete plagiarism*: This is when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper). There must be original work involved by the student. Without an original contribution, complete plagiarism has occurred even if the source is cited.

 *Partial plagiarism*: The most common type of plagiarism, this type occurs when another work has been used in an assignment without acknowledging the source.

*Copy and paste*: Similar to partial plagiarism, this type of plagiarism is often the result of easy access to the internet & electronic journals. This occurs when a section is lifted wholesale from the internet source and copied into an assignment. Just like material from books and articles, this material must be marked by quotation marks ("....") and properly cited (referenced).

*Word switch*: Changing one or two words is not sufficient to make a text your own. Rather than changing a word or two, paraphrase the section, or quote properly. Paraphrases must also be properly referenced.

*Concealing sources*: Citing a source one time is not sufficient if it is repeatedly used. Cite the source as many times as you use it.

*Self-plagiarism*: Reuse of a student's own work or data without permission of the instructor constitutes self-plagiarism. Even when using your own material, it must be cited properly. Also, do not use the same essay for different courses without permission of the instructors.

*Inadvertent plagiarism*: This is plagiarism by accident, and it is usually the result of ignorance regarding the definitions of plagiarism. Note that plagiarism is considered academic dishonesty, even when inadvertent.

***Collusion*:**Collusion occurs when two students work together and one produces work and allows another student to copy it. In such a case, both students will be considered to have colluded and committed academic dishonesty. Similarly, any student who helps, or allows, another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Group work is not collusion when it is authorized by the instructor.

**Cheating:** Cheating is the unauthorized use of information or study guides in any academic exercise, exam, paper or other assignment. Cheating includes:

* Copying another student's examination
* Sharing answers for either a take-home or in class examination
* Using notes or books to the exam when such aids are forbidden; you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam
* Taking an examination in another student's name or asking another student to take one for you
* Changing the examination after correction in order to gain more credit than deserved
* Creating a "cheat-sheet" or writing out answers in your bluebook before the exam
* Using the services of a commercial term paper company or another student to prepare your assigned work
* Any other action not listed above that gives someone an unfair advantage on a graded assignment

**Fabrication/Fraud:** This is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

**Obtaining an unfair advantage:** This category includes activities that directly or indirectly compromise fair assessment or grading or constrain other students' abilities to successfully complete their assignments. These activities include, but are not limited to:

* Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor.
* Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check students' work.
* Possessing, using, or circulating previously administered examinations, unless authorized by the instructor.
* Intentionally obstructing or interfering with another student's academic work, otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

**Falsification of records or official documents:** altering any academic documents or records; forging signatures of authorization or falsifying information on an official document, transcripts, grade report, drop/add form, or any other official Northern Arizona University document.

**Unauthorized access to computerized academic or administrative records or systems:**This includes inappropriate viewing or changing of computer records, modifying computer programs or systems, sharing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

**SAFE ENVIRONMENT POLICY**

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy orparticipating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmativeaction, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office orfrom the NAU’s Affirmative Action website [*nau.edu/diversity/*.](http://nau.edu/Affirmative-Action/Forms-Policies/)If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office ofAffirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu(e-mail) or 928-523-

8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request anaccommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the timeyou wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to theaccessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**ACADEMIC CONTACT HOUR POLICY**

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of threehours of work per week, including but not limited to class time, preparation, homework, studying.

**RESEARCH INTEGRITY**

 The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act(Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy onthe instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: [http://nau.edu/Research/Compliance/Research-Integrity/.](http://nau.edu/Research/Compliance/Research-Integrity/)

**SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creativerepresentations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

**ASHA AND STATE COMPETENCIES**

 ASHA has standards of competence for speech-language pathologists (SLPs) and **suggested** guidelines for speech language pathology assistants (SLPAs). Review the[**American Speech Language-Hearing Association**](http://www.asha.org/default.htm) (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information regarding licensure contact the **Arizona Department of Health Services- Special Licensing Division.**

Note: If you are taking this course as part of the Speech-Language Pathology Assistant Coursework, or are seeking a bachelor's degree, you need to be sure you are listed with the university as a "degree seeking" student. If you are unsure of your status you will need to follow up with the registrar's office.

**References**

Bloom, L. & Lahey, M. (1978). Language disorders and language

 development. New York: Wiley.

Pence Turnbull, K.  & Justice, L. (2017). Language development

 from theory to practice (3rd ed.) . Upper Saddle River, NJ: Pearson.