Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology  
College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SLPA Course 6703 Title Organic Communication Disorders  
Hours: Lecture/Lab/Total 3/0/3

Action

☐ Course  ☐ Program

☐ Modify  ☐ Add  ☐ Delete

Credit

☐ Undergraduate

☐ Graduate

☐ Other*

*: Variable credit must be explained

Frequency

☐ Every Term

☐ Yearly

☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☐ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix SLPA Course 6703 Title Organic Communication Disorders  
Hours: Lecture/Lab/Total 3/0/3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to cover the biological and neurological aspects of organic speech disorders. The course addresses etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated with organically based communication disorders, including cleft palate and craniofacial disorders.

Prerequisite(s) Admission to Teacher Education; advisor permission.

Present or Projected Enrollment: 25 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:

☐ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair [Signature] [Date]

Dean of College [Signature] [Date]

Chair of TEAC (if teacher prep. program) [Signature] [Date]

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee [Signature] [Date]

Chair, Committee on Graduate Studies [Signature] [Date]

Vice President for Academic Affairs [Signature] [Date]

Revised 1/09/02
Rationale for Course Change

SLPA 6703

12/16/04

All courses in the SLPA program are being modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) application process. For purposes of the ASHA application process, all courses will contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). This course was changed in the following manner:

- Learning Outcomes linked to ASHA’s Knowledge and Skills (KASA)
- Description is being changed to more accurately reflect proposed course content.
- Prerequisites are being changed to reflect Admission to Teacher Education and advisor permission.

Old Description: (2004-05 Catalog)

Prerequisites: Admission to Teacher Education; advisor permission
A study of the etiology, diagnosis, and treatment associated with organic disorders of cleft palate and cerebral palsy. This course is designed to cover assessment and intervention procedures for severe communication disorders.

New Description: (Proposed)

Prerequisites: Admission to Teacher Education; advisor permission
This course is designed to cover the biological and neurological aspects of organic speech disorders. The course addresses etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated with organically based communication disorders, including cleft palate and craniofacial disorders.
SLPA 6703

ORGANIC COMMUNICATION DISORDERS

Semester Hours 3
Semester/Year: Spring 2006
Instructor: Debra M. Dwight, Ed.D., C.C.C. - SLP
Contact: Department of Special Education and Speech-Language Pathology
128 Education Annex
State University of West Georgia
Carrollton, GA 30118
Office Location: 128 Education Annex
Office Hours: M 1:00-2:00; 3:30-5:00; T 3:00-3:30; W 1:00-2:00; 3:30-5:00; TR 11:00-3:30; F By appointment
Telephone: (678) 839-6171 (O); (770) 502-1632 (H)
FAX: (678) 839-6162
E-mail: ddwight@westga.edu

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission

This course is designed to cover the biological and neurological aspects of organic speech disorders. The course addresses etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated with organically based communication disorders, including cleft palate and craniofacial disorders.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**LEARNING OUTCOMES**

**Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)**

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

Students will:

1. demonstrate knowledge of the biological and neurological aspects of embryonic development that impact the process of clefting and craniofacial anomalies (Dworkin & Hartman, 1993; Kahn, 2000; Kummer, 2001);
   *(ASHA KASA Standard III-B; Knowledgeable; NBPTS 2, 5)*

2. identify and list differences between normal and cleft lip and palate anatomy and physiology (Dworkin & Hartman, 1993; Kummer, 2001);
   *(ASHA KASA Standard III-B; Knowledgeable; Reflective; NBPTS 2, 5)*

3. describe the etiological and preventative factors involved in clefting and craniofacial anomalies (Dworkin & Hartman, 1993; Kummer, 2001);
   *(ASHA KASA Standards III-C, III-D; Knowledgeable; Proactive; NBPTS 2)*

4. describe the characteristics of different types of cleft lips and palates, their respective impacts on speech and language development, and the social and cultural interpretations of these developments (Dworkin & Hartman, 1993, Kummer, 2001);
   *(ASHA KASA Standard III-C; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2)*
5. demonstrate knowledge of various syndromes encompassing cleft lip/palate and craniofacial anomalies and the respective impacts on various aspects of speech-language development (Dworkin & Hartman, 1993; Kummer, 2001; Shprintzen, 2000); (ASHA KASA Standard III-C; Decision Makers; Lifelong Learners; Culturally Sensitive; Empathetic; Knowledgeable; NBPTS 1, 4, 5)

6. demonstrate skills in adequately assessing clients and students with cleft palate and craniofacial abnormalities (Dworkin & Hartman, 1993; Kummer, 2001); and (ASHA KASA Standard III-D; Decision Makers; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective; NBPTS 2, 4)

7. demonstrate skills in adequately planning and implementing treating programs for clients and students with cleft palate and craniofacial abnormalities (Dworkin & Hartman, 1993; Kummer, 2001). (ASHA KASA Standards III-D, IV-G; Decision Makers; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective; NBPTS 2, 4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of the course is to help candidates increase skills in working with challenging cleft plate or craniofacial speech disorders. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession for clients with cleft palate or craniofacial disorders (assignments 2, 3), leadership: guiding
intervention directions in the profession (assignments 2, 3, 4), lifelong-learning: promoting skills for continual scrutiny of professional treatments (assignments 3, 4), adaptive performances: changing trends and directions as dictated by research-based findings for craniofacial and motor disorders (assignments 1, 2, 3, 4), collaboration: working with peers to help determine best practices and trends for serving clients with craniofacial or motor impairments (assignment 1), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignments 2, 3, 4), empathetic: understanding and accepting the individual and group needs related to treatment (assignments 2, 3), knowledgeable: versed in the theories, and practical applications of research-based techniques relevant to prevention, assessment, and intervention of craniofacial anomalies (assignments 1, 2, 3, 4), proactive: able to accurately predict implications for future intervention strategies in the profession (assignment 3), and Reflective: using research findings to appropriately guide daily practice in serving clients with craniofacial or motor disorders (assignments 1, 2, 3, 4).

Assignments:

1. **Observations/Management.** Each student is required to arrange observation of clinical management of (a) cleft palate or craniofacial disorders, or report on the personal case management of cleft palate or craniofacial disorders for a minimum of 2 hours involvement, and (b) observe or participate in an augmentative/alternative communication assessment as appropriate for clinical availability. Observations are to be written up and reported in a format which will be given in class. (20% of final grade)

   Learning Outcome 4.

2. **Midterm/class presentation.** Each student will participate in a “take-home” midterm that focuses on etiologies, characteristics, cultural, and preventative aspects of different classifications of cleft palate/lip. Each student will develop the midterm in a presentation format that includes use of audiovisuals, and at least one handout and will present findings in a short class presentation. Presentation and handouts are to be supported with references according to APA research format. (Format to be given under separate cover.) The written form of the midterm will be turned in to the instructor. (20% of final grade)

   Learning Outcomes 1-4.

3. **Term Paper.** Each student will research and write an eight page term paper on a topic related to cleft palate or craniofacial disorders. Paper will cover definitions, characteristics, etiologies, preventative measures, clinical implications, cultural impacts, assessment issues/considerations, intervention issues/considerations, prognosis, and patient/parent counseling aspects. Trends related to cleft palate/lip and craniofacial disorders should be highlighted. Paper will be written in APA format and topic will be approved by instructor. (30% of final grade)

   Learning Outcomes 1-7.

4. **Workshop Presentation.** Students will work together to present a workshop on a pre-selected topic related to craniofacial disorders. Workshops will include the full processes from advertising to evaluation of the workshop and will include materials and presentation formats to address auditory, visual, and tactile/kinesthetic learners. (30% of final grade)
Learning Outcomes 4, 5, 6.

Evaluation Procedures:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Observation</td>
<td>20%</td>
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<tr>
<td>Midterm exam</td>
<td>20%</td>
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<tr>
<td>Term paper</td>
<td>30%</td>
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<tr>
<td>Workshop</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading Policy:

A = 90-100% for final grade
B = 80-89% for final grade
C = 70-79% for final grade
F = 69% and below for final grade

CLASS POLICIES

1. **Participation.** Each student is expected to read assigned material prior to class and participate in class discussions.

2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Written work done outside of class on for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**

5. In ALL work, use **person-first language** to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide for the correct method to cite other authors’ work.

9. Work submitted late will receive a 10-point reduction from the earned grade.

CLASS OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC/TIMELINES</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions; orientation, assignments</td>
<td>Lecture</td>
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</tbody>
</table>
| Week 2| Overview of anatomy and physiology  
Developing embryo: impacts for clefts | Chs 1, 2; lecture; notes                        |
| Week 3| Clefts of the lip and palate  
Genetics and craniofacial syndromes   | Chs 3, 4; lecture; notes                        |
| Week 4| Structural management of cleft lip and palate: feeding; VPD; resonance; dental  | Chs 5, 7, 9; lecture, notes                     |
| Week 5| Structural management of cleft lip and palate: language; speech; psychosocial    | Chs 6, 8, 10; lecture, notes                    |
| Week 6| Diagnostic strategies for cleft lip/palate                                      | Chs 11, 12, 13, 14; lecture                    |
| Week 7| Diagnostic strategies for cleft lip/palate  
MIDTERM –TAKE HOME (Chs 1-17 {Student assigned per chapter}; lecture, notes handouts) | Chs 15, 16, 17; lecture, notes                  |
| Week 8| Intervention strategies for cleft lip/palate (continued)                        | Chs 18 - 21; lecture, notes                     |
| Week 9| Intervention strategies for cleft lip/palate (continued)  
CLEFT PALATE OBSERVATIONS DUE  
MIDTERM EXAM PRESENTATIONS (THREE-FIVE MINUTES) | Chs 18 - 21; lecture, notes                     |
| Week 10| Characterizing features of cerebral palsy                                        | Lecture, notes, handouts                        |
| Week 11|SPRING BREAK                                                                       |                                                 |
| Week 12| Augmentative/alternative communication                                            | Lecture, notes, handouts                        |
Week 13  Assessment for AAC  Lecture, notes, handouts

Week 14  TERM PAPERS DUE WITH SHORT PRESENTATION

Week 15  AAC DEVICE PRESENTATION

Week 16  FINAL AS SCHEDULED

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.
PRIOR SLPA 6703

SLPA 6703        ORGANIC COMMUNICATION DISORDERS

Semester/Year:    Spring 2004
Instructor:       Debra M. Dwight, Ed.D., C.C.C. - SLP
Contact:          Department of Special Education and Speech-Language Pathology
                  128 Education Annex
                  State University of West Georgia
                  Carrollton, GA 30118

Office Location:  128 Education Annex
Office Hours:     M 2:00-5:00; T 5:00-5:30; W 2:00-5:00; TR 1:30-5:00; F by appointment
Telephone:        770-836-6567 (O); (770) 502-1632 (H)
FAX:              770-836-4644
E-mail:           ddwight@westga.edu

COURSE DESCRIPTION

A study of the etiology, diagnosis, and treatment associated with organic disorders. Of particular interest are cleft palate and cerebral palsy. This course is designed to cover assessment and intervention procedures for severe communication disorders.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC, propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities
and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of embryonic development involved in the process of clefting and describe etiological factors involved (Dworkin & Hartman, 1993; Kummer, 2001); (D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

2. demonstrate knowledge of differences between normal and cleft lip and palate anatomy and physiology (Dworkin & Hartman, 1993; Kummer, 2001); (D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

3. classify different types of cleft lips and palates (Dworkin & Hartman, 1993, Kummer, 2001); (D 5 Collaborative, D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

4. describe different types of structural management procedures used with patients with cleft palate (Dworkin & Hartman, 1993); (D 5 Collaborative, D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

5. demonstrate knowledge of impact of cleft palate on various aspect of speech-language development (Dworkin & Hartman, 1993); (D1 Decision Makers; D 5 Collaborative, D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

6. demonstrate ability to adequately treat clients and students with cleft palate speech (Dworkin & Hartman, 1993); and (D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D4 Adaptive; D 5 Collaborative, D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

7. discuss the decision process for adopting an augmentative communication system (Crary, 1993). (D1 Decision Makers; D2 Leaders; D3 Lifelong Learners; D4 Adaptive; D 5 Collaborative, D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3, 4, 5)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


References:


ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of the course is to help candidates learn to more challenging craniofacial and motoric intervention aspects of the profession. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession for clients with craniofacial or motor disorders (assignment 1, 2, 3, 4), leadership: guiding intervention directions in the profession (assignment 1, 2, 3), lifelong-learning: promoting skills for continual scrutiny of professional treatments (assignment 1, 2, 3, 4), adaptive performances: changing trends and directions as dictated by research-based findings for craniofacial and motor disorders (assignment 1, 2, 3, 4), collaboration: working with peers to help determine best practices and trends for serving clients with craniofacial or motor impairments (assignment 4), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignment 3, 4), empathetic: understanding and accepting the individual and group needs related to treatment (assignment 3, 4), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignment 1, 2, 3, 4), proactive: able to accurately predict implications for future intervention strategies in the profession (assignment 1, 2, 3, 4), and reflexive: using research findings to appropriately guide daily practice in serving clients with craniofacial or motor disorders (assignment 1, 2, 3, 4).
Activities and Assessments:

1. **Observations/Management.** Each student is required to arrange observation of clinical management of (a) neurogenic/cleft palate disorders, or report on the personal case management of neurogenic/cleft palate disorders for a minimum of 2 hours involvement, and (b) observe or participate in an augmentative/alternative communication assessment as is appropriate for clinical availability. Observations are to be written up and reported in a format which will be given in class. (Objectives 3-7; assessments based on written reports of observation activities)

2. **Midterm/class presentation.** Each student will present an assigned segment of his/her midterm as a class presentation. Presentation is to be supported with references. APA research format to be used. Format to be given under separate cover. Findings are to be shared in a 5-7 minute class presentation. (Objectives 1-6; assessments of written exam)

3. **Term Paper.** Each student will research and write an eight page term paper on a topic of craniofacial disorders. Paper will cover definitions, descriptions, clinical implications, assessment issues/considerations, intervention issues/considerations, prognosis, and patient/parent counseling aspects. Paper will be written in APA format and topic will be approved by instructor. (Objectives 1-6; assessment of written paper)

4. **AAC device development.** Each student will develop an AAC device for a specified area of communication deficit and present it in class. Format for development and presentation to be outlined in class. (Objective 7; assessment of model presented in class)

Evaluation Procedures:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Observations</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Midterm Paper/presentation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>30%</td>
<td></td>
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<tr>
<td>ACC device development</td>
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Grading Policy:

A = 90-100 for final grade
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CLASS POLICIES

1. **Participation.** Each student is expected to read assigned material prior to class and participate in class discussions.
2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Work done outside of class must be reasonably correct (not distract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. **All font sizes for typed assignments must be size 12. Any font size less than 12 will be returned for re-typing to required font size.**

5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more that the disability (i.e., a child with mental retardation NOT a mentally retarded child).

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

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Week 4  Structural management of cleft lip and palate: feeding; VPD; resonance; dental  Chs 5, 7, 9; lecture, notes

Week 5  Structural management of cleft lip and palate: language; speech; psychosocial  Chs 6, 8, 10; lecture, notes

Week 6  Diagnostic strategies for cleft lip/palate  Chs 11, 12, 13, 14; lecture

Week 7  Diagnostic strategies for cleft lip/palate  Chs 15, 16, 17; lecture, notes
MIDTERM –TAKE HOME (Chs 1-17 {Student assigned per chapter}; lecture, notes handouts)

Week 8  Intervention strategies for cleft lip/palate  Chs 18 - 21 lecture, notes

Week 9  Intervention strategies for cleft lip/palate  Chs 18 - 21 lecture, notes
(continued)
CLEFT PALATE OBSERVATIONS DUE
MIDTERM EXAM PRESENTATIONS (THREE-FIVE MINUTES)

Week 10  Characterizing features of cerebral palsy  Lecture, notes, handouts

Week 11  Characterizing features of cerebral palsy  Lecture, notes, handouts

Week 12  Augmentative/alternative communication  Lecture, notes, handouts

Week 13  Assessment for AAC  Lecture, notes, handouts

Week 14  TERM PAPERS DUE WITH SHORT PRESENTATION

Week 15  AAC DEVICE PRESENTATION

Week 16  FINAL AS SCHEDULED

ACADEMIC HONESTY

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