

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number CSD 226 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

The Department of Communication Sciences and Disorders wishes to add a new, required course to the undergraduate curriculum as a companion course to CSD 225 Phonetics. This new course number and title is: CSD 226 Phonetics Lab. This course will provide valuable hands-on activities to the students' learning of phonetics and increase their understanding of the relationship between phonological awareness and phonetics.

Course Description: "Lab for the application of phonological awareness to phonetics. Students will engage in active learning through hands-on activities and case-based learning. Concurrent enrollment in CSD 225 is required."

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
1.	University Requirements — Change in approved course content ⁶	A	A	A	A			A	--	A	--								
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A			A	A	A	--								
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A			A	--	A	--								
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A			A	A	A	--								
5.	Major — Revision of major ^{4,5}	A	A	A	A			A	--	A	--								
6.	Major — Adopt or change admission requirements	A	A	A	A			A	--	A	--								
7.	Major — Add ^{4,5}	A	A	A	A			A	A	A	A	I							
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	A	I							
9.	Major – Discontinue (proposed by the Provost)	See below.																	
10.	GPA — Revise major or cumulative requirement	A	A	A	A			A	A	A	--								
11.	Minor — Revise course selection	A	A	A	I			I	--	I	--								
12.	Minor — Add	A	A	A	A			A	--	A	--								
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A			A	--	A	--								
14.	Minor – Discontinue (proposed by the Provost)	See below.																	
15.	Degree — Add	A	A	A	A			A	A	A	I								
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	I								
17.	Degree – Discontinue (proposed by the Provost)	See below.																	
18.	Any change to a graduate degree program	A	A	A	A			A	--	A	--								

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

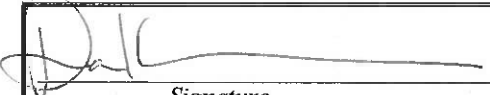
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11/11/21 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11-16-2021 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11-16-2021 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	CSD 226
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Jennifer Binkley, MS, CCC-SLP
2	Course Instructor	Jennifer Binkley
3	Course Title	Phonetics Lab
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	Education and Human Services
6	Department or School	Communication Sciences and Disorders
7	Number of Credit Hours	1.0
8a.	Number of contact hours – lecture	
8b.	Number of contact hours – lab/activity	1.0
9	Is the course for a fixed or variable number of credit hours?	no
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	1.0
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☒ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	1

15	Grade Mode	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	24
17	Catalog Description (50 words or less)	Lab for the application of phonological awareness to phonetics. Students will engage in active learning through hands-on activities and case-based learning. Concurrent enrollment in CSD 225 required.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	CSD 225 Phonetics
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ X No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ X Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ X Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ X No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2022
24	Is this course required for a degree/s?	☐ No ☒ X Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: CSD 240 Fall 2021 (11), CSD 240 Spring 2022 (TBD)
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This one hour course will be added to the required courses for the Communication Sciences and Disorders degree plan, with the proposed course to be taken concurrently with CSD 225 Phonetics.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The course addresses a gap that many students have with a basic understanding and underlying ability within the umbrella of phonological awareness. This gap in knowledge impacts students in two ways. One, it can present challenges with their acquisition of the material for the phonetics course. Second, there has been an assumption that when other courses discussed phonological awareness as part of the scope of practice of a speech-language pathologist, students had a reasonable understanding and competency with this task. However, informal assessments conducted within the department revealed that there are knowledge gaps that need to be further addressed. It is believed that providing this additional course may reduce the current burden of tutoring that the department is providing free of charge to help students in the Phonetics course.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for undergraduate students currently enrolled in CSD 225, Phonetics. It

intended to be taken concurrently with CSD 225, but may also be taken after completion of CSD 225.

2. State the overarching course goal(s) in performance terms.

The overarching goal of the course is for students to become competent and knowledgeable about phonological awareness, with the ability to make connections between phonological awareness to phonetic transcription. A secondary goal of the course is for students to have experience and knowledge of how to screen and provide basic intervention in the area of phonological awareness, which is within the scope of practice of a speech-language pathologist.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	The student will provide/describe the elements within the umbrella of Phonological Awareness (PA).	• Active Participation in Class activities • Course discussions
2	The student will demonstrate competency with the elements of PA	• Active Participation in Class activities • 80% on: Experiential Learning Activity, Case-Based Application, IPE/IPP Application Activity
3	The student will describe how PA can be used in working with children who are learning to read.	• Active Participation in Class activities • 80% on: Experiential Learning Activity, Case-Based Application, IPE/IPP Application Activity
4	The student will connect aspects of PA to phonetic transcription, speech production, phonology.	• Active Participation in Class Activities • Course discussions
5	The student will collaborate with other pre-professional students in developing PA instruction for preschool- and elementary-age clients.	• 80% on: Experiential Learning Activity, IPE/IPP Application Activity
6	The student will reflect on how knowledge and training in PA/phonetic transcription/phonology relates to advocacy and professional development leadership, guided by ethics and Christian values.	• Active Participation in Course Discussions • 80% on: Reflection Assignments

7	The student will identify and describe ways in which they plan to further develop and maintain PA/phonetic transcription skills.	80% on: IPE/IPP Application Activity Reflection
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3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

There will be no required textbook for this course. Some readings may be posted to Canvas.

Rationale for Inclusion of CSD 226 Phonetics Lab as Experiential Learning Components for Experiential Learning

- **Create opportunities for cognitive dissonance**
 - Student-centered learning

--Students learn that the sounds of their language function differently from a sound perspective compared to a visual perspective. To consider certain sound sequences that they are used to spelling can be uncomfortable, and students engage in transitioning their thoughts of letter formation to transitioning to units of sound.

--Students engage in peer to peer practice with the skills to develop this new understanding

- **Change of setting**
 - Geographical
 - Environmental
 - Cultural
 - Social

-- Students interact in the classroom in small groups, which are constantly changing and rotating. This is not a lecture-style class, but instead is a hands-on learning experience.

--Students go to a local elementary class to watch the skills incorporated within a classroom and begin to identify what they have practiced and learned within the natural environment of a classroom.

- **Problem solving**

--Students engage in learning how they could create assessments and treatments to address aspects of PA.

--Students engage in discussions regarding the ethics of competent practice as it relates to clinical aspects of phonetic transcription.

--Students develop a variety of strategies to address PA skills with students

- **Risk of failure**

--Students have to risk being incorrect both in doing PA activities and in correctly identifying a particular PA activity while working with their peers.

--Students engage in interactive discussions which make them vulnerable

- Reflection

- Intentional, facilitated by teacher
- Various methods

--Students engage in verbal reflections with the instructor in almost every class to reflect on the day's activities

--Students write reflection papers during the course to reflect on their experiences and their learning. Students reflect on the connection between PA and phonetic transcription.

- Reconceptualization of knowledge

--Students begin to understand the sounds of language separate from what they see visually. They have to learn how to assess and provide instruction with the absence of letters. They have to think about how they work on PA while not bringing visual letters or visual words into the activity.

- Change of understanding and/or behavior

--Students have a better understanding of the elements of their language, which helps them to identify and use phonetic transcription more effectively. Students are able to also understand how letters and phonemes are connected, but not the same.

ABILENE CHRISTIAN UNIVERSITY
College of Education and Human Services
Department of Communication Sciences and Disorders

Phonetics Lab: CSD 226 (1 credit hour)
Thursday 9:30 am – 10:20 am
Sherrod 210
Fall 2022

University Mission Statement

To educate our students for Christian service and leadership throughout the world.

College Mission Statement

To equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department Mission Statement

To equip students with the knowledge and skills in speech-language pathology for ministry to individuals with communication disorders through a Christian world view.

INSTRUCTOR: Jennifer Binkley, M.S., CCC-SLP (“Mrs. Binkley”)

Office: Don Morris 122

Phone: (325) 674-2725 (office)
(325) 998-1268 (cell)

Email: jennifer.binkley@acu.edu

OFFICE HOURS:

Mon: 10:00-11:00 am, 1:00-2:00 pm

Wed: 10:00-11:00 am, 1:30-2:30 pm

Thur: 2:00-4:00 pm

Fri: 10:00-11:00 am

(other times available by request)

Intended Audience

This course is intended for undergraduate students currently enrolled in CSD 225, Phonetics.

Course Description

Lab for the application of phonological awareness to phonetics. Students will engage in active learning through hands-on activities and case-based learning. Concurrent enrollment in CSD 225 required.

Required Text

There is no required text for this course. Some readings may be provided on Canvas, as applicable.

Instructor's Philosophy of Faith and Learning

As a Christian speech-language pathologist, you will have the unique opportunity to minister and be a light to those who receive your services. In learning more about communication disorders, you will become more aware of the intentional design of our Creator, which will further strengthen your faith. You will be inspired to be an instrument that God can use to reach others while you are working in the field. It is important that as you develop your knowledge, you also further deepen your walk with God along the way. The strength and wisdom He will provide will help to guide you and sustain you as you continue your learning and emerge into the workplace.

"The Lord makes firm the steps of the one who delights in him; though he may stumble, he will not fall, for the Lord upholds him with his hand." Psalm 37:23-24 (NIV)

Integration of Faith

The instructor will integrate elements of a class discussions, scripture and a service learning opportunity to help provide students with development of integration of faith into the learning experience. These elements are important in helping a future clinician begin to reflect on how he or she will personally integrate personal faith and ministry into the profession.

STUDENT LEARNING OUTCOMES

Category of Significant Learning	Student Learning Course Outcome	Measurement Instrument/ Standard	CFCC Standards (ASHA, 2020)	Program Outcomes
<i>Foundational Knowledge</i>	The student will provide/describe the elements within the umbrella of Phonological Awareness (PA).	- Active Participation in Class activities - Course discussions	IV-B, IV-C,	1, 2
<i>Application</i>	- The student will demonstrate competency with the elements of PA - The student will describe how PA can be used in working with children who are learning to read.	- Active Participation in Class activities 80% on: Experiential Learning Activity, Case-Based Application, IPE/IPP Application Activity	IV-B, IV-C	1, 2
<i>Integration</i>	The student will connect aspects of PA to phonetic transcription, speech production, phonology.	- Active Participation in Class Activities - Course discussions	IV-B, IV-C	1, 2
<i>Human Dimension</i>	The student will collaborate with other pre-professional students in developing PA instruction for preschool- and elementary-age clients.	80% on: Experiential Learning Activity, IPE/IPP Application Activity	IV-G, V-A	1, 2, 3

<i>Caring</i>	The student will reflect on how knowledge and training in PA/phonetic transcription/phonology relates to advocacy and professional development leadership, guided by ethics and Christian values.	- Active Participation in Course Discussions 80% on: Reflection Assignments	IV-E, V-A	4
<i>Learning How to Learn</i>	The student will identify and describe ways in which they plan to further develop and maintain PA/phonetic transcription skills.	80% on: IPE/IPP Application Activity Reflection	IV-F, IV-G	4

PROGRAM OUTCOMES:

1. Knowledge of basic human communication processes pertaining to normal and abnormal development across the life span.
2. Demonstrate skill in recognition of basic communication needs of individuals with communication disorders.
3. Possess skill in oral, written and other forms of communication sufficient for entry into graduate programs.
4. Demonstrate moral and ethical conduct as viewed through a Christian world perspective.

CFCC OUTCOMES: Accessible at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

POLICIES and PROCEDURES

COURSE GRADING

Assignments and due dates will be posted in Canvas, and are subject to change at the discretion of the instructor. The final course grade will be determined by the following distribution:

Participation: 50%

Students should come to class prepared, be actively engaged in course discussions, and hands-on learning activities. When appropriate, students working in groups should demonstrate a relatively equal level of participation in the activity. **A student who appears to be disengaged, distracted, or working on activities unrelated to the scheduled course activities will receive a "0" for that week's participation grade.**

Learning Assignments: 30%

The student will be given learning assignments that involve application and/or reflection of course content. Detailed instructions can be located on Canvas.

Final Application Assignment: 20%

Students will complete a project of an IPE/IPP Application Activity with a Reflection in lieu of a traditional final exam.

Extra Credit:

- No extra credit toward the final course grade will be given.*

GRADE DETERMINATION:

A= 90-100 B=89-80 C=79-70 D=69-60 F= below 60

Participation

This course is designed for learning through active participation during scheduled course time. As such, students are expected to be engaged in all class discussions, listen attentively, and interact appropriately in group activities. Diversions, such as text messaging, playing on the computer, personal notes, visiting, working on day planners, sleeping, or studying for other classes is not considered appropriate and will be addressed initially through non-verbal means followed by calling the student out in class, if necessary. Cell phones are to be silenced and put in purses or backpacks on the floor during class. Participation in any of the above-mentioned activities will result in a personal conference with the teacher and/or the documentation of the activity on the student's Essential Skills & Functions record. It may also result in an "0" for Participation for that day.

Attendance/Engagement

As a developing professional, timely attendance is a part of demonstrating professionalism. In addition, your attendance in class is a vital part of learning not only for yourself but for your classmates. For this reason, attendance including tardiness can significantly impact your overall course grade.

- Attendance will be taken for each class session. *For each day that student has an unexcused absence from class, the instructor will document the absence, and a "0" for participation will be given. At the instructor's discretion, a make-up activity with partial credit may be offered. It is the student's responsibility to contact the instructor regarding this option.*
- Students who have missed class due to an excused absence will need to schedule a time to make-up the activities conducted during class. It is the student's responsibility to schedule this with the course instructor.
- An absence will only be excused due to student illness (must have doctor's note), death of a family member, participation in a University sponsored event, or absence resulting from an event deemed by the professor to be unavoidable.
- After 2 unexcused absences, a 'U' will be assigned on the Essential Skills and Functions and a remediation plan will be established with the undergraduate program director.
- Please do not be tardy, as this interrupts the flow of the class. If the professor has initiated discussion when a student arrives, the student is tardy. *Two tardies will be considered one unexcused absence, and will result in a "50" for both of the participation grades for those two tardy days.*
- It is the **student's responsibility** to email the instructor as soon as possible to arrange for make-up activities, etc. for those that have been missed.
- **Students** are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. **Students** are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. See <http://www.acu.edu/community/offices/academic/registrar/withdrawing.html> for the University requirements/procedures. The last day to withdraw from any class is **Friday of the 12th week of classes.**
- **NOTE:** If a daily assignment is due on the day of an absence, the assignment is due to Mrs. Binkley no later than the beginning of the next class period or it will incur the late policy penalties.

Submission of Assignments

If an assignment is to be submitted via Canvas, please be sure to submit assignments as directed:

- Please submit in one of the following formats: .doc, .docx, .pdf or .jpeg. **IMPORTANT: Please name your document as follows: LASTNAME_Assignment Name. (EX: BINKLEY_Reflection.pdf)**

- Assignments which are not submitted in this format may be penalized with a late penalty until they are submitted in this format.
- **NOTE: Please do not submit documents as .HEIC or .pages--I cannot view them.**

LATE WORK

As a developing professional, it is imperative to develop skills in submitting assignments on time. Therefore, assignments that are turned in late are subject to a strict policy. If you have a legitimate reason that work cannot be turned in on time, please communicate immediately.

- Assignments are due by designated due date to receive full credit. You can turn in an assignment early, if desired.
- In-class assignments missed due to unexcused absences can only be made up at the instructor's discretion.
- Late work will be accepted with the following penalties:

On due date after 9 am but before 5:00 pm	Minus 10 points
After 5 pm on the due date but within 1 week	Minus 20 points
After 1 week following the due date	Not accepted—a zero will be given (Exceptions at discretion of the instructor)

Dress Code

The Dress Code in the Student Handbook will be followed. It can be accessed at The Dress Code in the Student Handbook will be followed. It can be accessed at:

<http://www.acu.edu/community/offices/administrative/dean-of-students/policies/general-university-policies.html - dress>

Adherence to the dress code is considered to be a part of the “professionalism” discussed in the Essential Skills and Functions.

- Students attending class in clothing judged by the instructor to be inappropriate according to the University policy will receive a verbal warning.
- Should a student attend class dressed inappropriately after first violation (verbal warning), he/she will be required to leave class and an absence will be assigned OR the instructor may initiate an ESF Warning/Remediation Plan.
- Dress code for any off-campus activities will be per the CSD Clinical Observation guidelines.

Communication

Please check **ACU email** and **Canvas** regularly for class related information. Please ensure that you are able to receive announcements, etc. through Canvas. Scores for graded assignments will be available on Canvas Grades.

Students are encouraged to schedule an appointment with the professor to discuss any specific questions or problems that may arise in the course of the semester. I am accessible outside of class. If you are having difficulties, please schedule an appointment with me by email or phone. I can meet via Zoom or in person.

Online Etiquette

In the event that the student must receive instruction remotely, the following online etiquette policy should be followed. Professional online behavior/appearance is expected for all online and videoconferencing interactions. This includes, but is not limited to, **appropriate dress and appearance during videoconferencing** (ie: Zoom, Google Hangouts). The student should additionally make reasonable attempts to have an **environment befitting a professional meeting** (ie: not in bed, limited background noise) and should **have their camera on** so that the instructor and classmates can more easily see and interact with one another.

All written communication online, such as in discussion boards, should be **professionally written and demonstrate respect for others**.

Proprietary Nature of Course Materials/Lectures

The instructor may provide materials and/or recorded lectures online in order to assist with the learning environment. Course materials prepared by the instructor (including Power Point presentations, learning assignments, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video/audio recording and/or sharing/posting of lectures and class sessions without the consent of the instructor is prohibited. Additionally, posting/sharing "screenshots" of course materials and/or quizzes, etc. is strictly prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and class sessions may not be modified and must not be transferred or transmitted to any other person.

Adhering to these guidelines is part of the Academic Integrity policies of the University. Violations will be handled within the department as a violation of academic integrity. Please view the Provost's office website for further details:

<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html>

Anti-Harassment Policy

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Disability Statement

- Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The [Alpha Scholars Program](#) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

- **Please notify the course instructor of these accommodations.** It is the responsibility of the student to notify the instructor and to self-advocate for their accommodations.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

In accordance with the Abilene Christian University Student Integrity Policy (see www.acu.edu/campusoffices/provost), the Department of Communication Sciences and Disorders addresses violations of integrity through a documented meeting held with the student, faculty member(s), and the undergraduate program coordinator for the purpose of discussing the offense and the consequences. This type of violation additionally is considered to be in violation of the ESF for the CSD Department. *Please schedule a meeting with the instructor if you feel you need clarification on what constitutes a violation.*

- **First Departmental Offense:** Disciplinary action may include lowering the grade on an assignment up to and including an F in the course for a first offense.
- **Second Departmental Offense:** A second violation will result in an F in the course and a recommendation of immediate suspension from the University.

Background Check

A successfully completed background check is required for admission to the CSD program. In order to participate in any off-campus activities, this must be completed prior. In the event this is not completed as assigned, an alternative assignment will be assigned by the Instructor, with possible penalties to the grade. Details will be provided in the course and on Canvas, as appropriate.

Abilene Christian University
Department of Communication Sciences and Disorders

Essential Skills and Functions
As A Communication Sciences and Disorders Student

Graduates are expected to have acquired the knowledge and skills delineated by the American Speech-Language-Hearing Association (ASHA) that are necessary for the Certificate of Clinical Competence (CCC). These standards include skills related directly to clinical work and an array of personal and interpersonal skills expected of professionals engaged in clinical practice. The faculty in the department has the ultimate responsibility for evaluating student progress both in the classroom and clinical settings and recommending graduates for ASHA certification and/or state licensure. To that end, the faculty has adopted the following list of essential skills and functions for students. These are mandatory for completion of the training program.

Professionalism

- Maintains contextually appropriate **hygiene and dress**
- Is **punctual** and maintains regular **attendance** in the classroom and clinical environments
- Completes **assignments and documentation** within designated time frames
- Holds the welfare of the patient of paramount importance
- Conducts oneself in an **ethical and legal manner**, considering both professional codes of ethics and the Health Insurance Portability and Accountability Act
- Understands the impact of his/her own communication skills and style in the classroom, on the therapy process, and potential occupational status
- Follows all university, department, and clinical facility **policies and procedures**

Collaboration

- Willingness and ability to work with other students, faculty, patients, and other professionals

Honesty/Integrity

- Demonstrates **moral excellence and trustworthiness**
- Submits assignments that reflect **personal work**
- Acknowledges authorities quoted, cited, or consulted in the preparation of written work
- Demonstrates responsible use of alcohol, pharmaceuticals, and technology in class, clinical sites, and personal life
- Reports violations of ethics and other policies to the appropriate offices and/or authorities

Respect

- **Demonstrates respect** for self and others with consideration and compassion, including students, instructors, supervisors, clinical team members, and patients and their families
- Participates as a **team member** in both academic and clinical contexts

Intellectual Ability, Communication Skills, and the Desire for Learning

- Demonstrates the capacity to **learn and assimilate** professional information
- Understands detailed written and verbal information
- Communicates in a professional manner in all modalities (spoken, written, nonverbal)
- Solves problems through critical analysis

- Maintains attention for sufficient length in the classroom and clinical settings
- Demonstrates a reverence for knowledge, experience
- Is prepared for academic and clinical responsibilities
- Demonstrates a desire to learn and participate in academic and related experiences

Social/Emotional Maturity

- Controls emotions by exhibiting **appropriate social behavior** in the classroom and clinic and during other departmental activities and interactions with others
- **Understands and respects instructor** and supervisory authority
- Receives constructive criticism and responds by appropriate modification of behavior
- Demonstrates affective skills and appropriate demeanor and rapport with others

Flexibility

- Accepts the need to be **flexible** within the environment and adapts to change
- **Self-monitors behavior**
- Modifies communication and therapeutic styles to meet diverse communicative needs

Physical ability

- Utilizes necessary equipment and materials in the assessment and treatment of the patient independently
- Demonstrates the physical ability and stamina to complete professional responsibilities for a specifically defined and contextually relevant work period
- Moves independently within the work environment
- Provides a safe environment for patients

Sensory/observational skills

- Identifies through both visual and auditory means (when contextually appropriate) typical and disordered communication and related areas to the scope of practice
 - Fluency
 - Articulation
 - Voice
 - Resonance
 - Respiration
 - Oral and written language
 - Hearing
 - Swallowing
 - Cognition
 - Social interactions/Pragmatics

Tentative Course Schedule

(please note this schedule may revised at the instructor's discretion, and revisions will be posted to Canvas)

Course Session	Course Activities
Week 1	• Introduction to Course • Pre-Course Assessment of Skills (not graded/participation only)
Week 2	• Introduction to Phonological Awareness and its application to SLP Scope of Practice
Week 3	• Word and Syllable Segmenting: segmenting words in sentences, syllable awareness, syllable completion, syllable identification, syllable blending, syllable deletion
Week 4	• Onset-Rime Awareness: recognition or rhyming words, recognition of onset-rime words, producing rhyming words
Week 5	• Connection between Syllables/Onset-Rime Awareness to Syllable Trees from Phonetics Course
Week 6	• Phonemic Awareness Part 1: phoneme detection (different), phoneme matching (same), isolating initial/final phoneme, phoneme segmentation
Week 7	• Phonemic Awareness Part 2: review of phoneme segmentation; phoneme blending, phoneme deletion, phoneme manipulation
Week 8	• Continued practice with Phonemic Awareness Tasks—peer to peer teaching
Week 9	• Experiential Learning: joining a preschool/elementary class during PA activities ◦ Learning Assignment: Reflection
Week 10	• IPE with elementary ed majors and/or graduate SLP clinicians ◦ Role of PA for pre-literacy ◦ Role of PA and phonetics for assessment/treatment ◦ Ethical aspects of phonetics/phonology • Metaphonological activity integration in therapy
Week 11	• Integration of PA concepts with phonetic transcription learning: selecting words to address target sounds, transcribing oral speech
Week 12	• Ethics of Clinical Phonetics ◦ Reconnection with scope of practice ◦ Case-based/problem-based learning to address and identify ethical issues related to accuracy/competency ◦ Learning Assignment: Case-Based Application
Week 13	• Watch videos of PA activities
Week 14	• Case-based/Problem-based Learning to see utility of PA and phonetics for assessment and treatment within scope of practice
Week 15 (Finals Week)	• Final Exam: IPE/IPP application activity ◦ PA instruction for preschool/elementary child ◦ Reflection

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 1, 2021
TO: Jennifer Binkley
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for CSD 226 – Phonetics Lab

After reviewing the syllabus and application, the library can adequately support the proposed lab. Thank you for letting us examine the proposal.

Professor Jennifer Binkley
Don Morris 122
jennifer.binkley@acu.edu
(325)674 2725

October 8, 2021

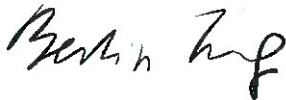
Re: Review of CSD226

Dear Professor Binkley,

Thank you for submitting the application for the course *CSD226: Phonetics Lab*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements. Congratulations on your excellent work.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center