

Introduction to Communication Sciences and Disorders
COMD 1306
Fall 2026
Tues / Th, 11:00am-12:20pm
RBN, 3041



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Office Hours on Main Campus: Tuesday, Thursday, 12:30-2:00pm, and by appointment

Course Meeting Days/Times: Tues / Th, 11:00am-12:20pm

Location: RBN, 3041

Course Description

This course provides an overview of communication processes and disorders across the lifespan, including the nature of speech, language, swallowing, and hearing disorders. Students explore foundational concepts, professional issues, and service delivery across clinical and educational settings. Students also survey the roles and responsibilities of professionals in communication sciences and disorders.

Student Learning Outcomes

Upon completion of this course, students will demonstrate the ability to:

1. integrate information pertaining to typical and atypical human development across the life span re: biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of human communication (KASA Standard IV-B).
2. integrate information pertaining to typical and atypical human development across the life span re: biological and neurological bases of swallowing processes (KASA Standard IV-B).
3. analyze, synthesize and evaluate knowledge (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates) in the area of speech sound production, fluency and fluency

disorders, voice and resonance, receptive and expressive language disorders, hearing disorders, and cognitive aspects of communication (KASA Standard IV-C).

4. demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (KASA Standard IV-H).

Required Materials

Text required for this course:

Fogle, P. T. (2023). Essentials of communication sciences and disorders (3rd ed.). Jones & Bartlett.

Additional readings may be assigned and will be available via Canvas. Students are responsible for ensuring their access to the content of assigned readings/podcasts (including all documents and links on Canvas) and for alerting the instructor prior to the due date if they are unable to access assigned materials.

Assessment of Student Learning

Course Assignments

Assignment overview and percentages are below. As the instructor, I reserve the right to modify, add, or remove assignments as deemed necessary as the semester progresses. All changes will be updated on Canvas and reviewed with students as appropriate.

- **Exams (15% each; 30% total)**
Format of the exams will be a combination of multiple choice, fill in the blank, matching, and short answer. Exams will be taken online, and students must be in class to take their exam.
- **Final exam (20%)**
A comprehensive final exam will be given. This exam will include a combination of multiple choice and short answer questions. Exam will be taken online during posted final exam time, and students must be in class to take their exam.
- **Knowledge and Comprehension (K&C) assignments (10% total)**
Topic review homework assignments designed to reflect your knowledge and comprehension of critical information and concepts for each topic. It is intended that these assignments serve as a study guide for the exams.

K&C assignments will be submitted on Canvas and should also be brought to class on the days indicated on the syllabus (either in electronic or paper form). Students will discuss responses in small groups with the expectation that every member of the group will participate in the discussion. Then, based on discussion with classmates, you will revise accordingly.

Note: K&C assignments must be submitted prior to class for credit. Students who are not in class will receive partial credit for on-time K&C submissions, unless prior arrangements have been made.

- **ASHA Website Assignment (5%)**

This assignment is intended to familiarize you with the website for the American Speech-Language-Hearing Association (ASHA), particularly for exploration of the professions. See Canvas for complete assignment.

- **Group Case Study Presentation (8%)**

Throughout this course, communication disorders are presented so students have the opportunity to learn about the anatomical (structural) and/or physiological (functional) changes that underlie these disorders. In an effort to help students see those affected by a communication disorder as individuals, students will work in groups to describe the effects of a communication disorder on life/societal participation. Using the ICF as a framework, students will create their own case study of an individual with a communication disorder and describe potential activity limitations and participation restrictions specific to their individual. Each group will create a minimum of one powerpoint slide and present a brief (5 minute) overview of their case study and description of life/societal impact. Template examples will be provided. See Canvas for grading rubric.

- **Attendance and In-Class Assignments (5%)**

These points will reflect regular attendance, active participation, and completion of activities completed during class.

- **Quality of Life Video Reflection (7%)**

Students will create a brief video reflection examining how a communication, hearing, or swallowing difficulty may affect an individual's quality of life and participation in everyday activities. Using an assigned case, students will consider the individual's strengths, priorities, relationships, and life roles to develop a person-centered perspective on communication disorders.

- **Community Engagement Experience (15%)**

Engaging with others is an essential part of our profession. This includes engaging with others whom we may be similar to or different from in areas such as background, lifestyle, ability, or circumstance. Interacting with our community and making a positive

impact is at the heart of our field, as we work as advocates for each client we serve. This assignment provides students with an opportunity to engage with the local community in a way they find enriching and meaningful, while making a positive impact. Students will volunteer at least one time during the semester and will complete a reflection assignment before and after. Verification will be required.

Grading Scale

The grading scale to determine final grades in this course is as follows:

A = 89.5% & above

B = 79.5 to 89.4%

C = 69.5 to 79.4%

D = 59.5 to 69.4%

F = below 59.5%

Course Policies

Expectations:

Students are expected to:

- Demonstrate at all times both academic integrity and respect for others.
- Come to class on time or inform Dr. Brown of any special circumstances.
- Be prepared for class by completing assigned readings or other assignments.
- Participate in class discussions by contributing appropriately and attending to classmates' contributions.
- Turn off/silence any electronic devices that might disrupt class; the use of laptops is acceptable; however, it is expected that students will use them for course-related purposes.
- Turn in assignments on time and according to the guidelines provided.
- Refrain from engaging in off-task activities during class (e.g., email, social media) that might be distracting students around you and/or decrease your attention to the material being covered. If needed, please step out to take care of any personal business.

Students may expect that Dr. Brown will:

- Treat all students fairly and respectfully.
- Foster an environment that is inviting and supportive to all students.
- Be willing to engage with students' ideas and questions.
- Help students develop critical thinking skills in CSD.

- Be available for student questions through office hours and email.
- Provide PPT summary slides prior to class, when appropriate.
- Come to class on time or notify students ASAP if an emergency should arise.
- Turn off/silence any electronic devices that may disrupt class.
- Provide details about how students' work will be graded.
- Tell students when they may expect assignments and exams to be returned.

If an absence is unavoidable (e.g., illness, emergency, or professional obligation), students should notify the instructor as soon as possible. Documentation may be requested in the case of extended or excessive absences. Tardiness or early departure may be counted as partial absences at the instructor's discretion.

Online Student Participation Expectations

Students enrolled in the online cohort must have reliable access to Zoom and a functioning webcam and microphone. To promote engagement, collaboration, and a learning environment comparable to the in-person classroom experience, students are expected to keep their cameras on during class sessions unless prior arrangements have been made with the instructor.

Online students are expected to participate fully in all course activities, including class discussions, breakout room activities, collaborative learning exercises, polls, and other interactive components. Participation expectations for online students are equivalent to those for in-person students. Students should attend class from an environment that minimizes distractions and supports active engagement in course activities.

Courteous Communication

As future speech-language pathologists and audiologists, it is imperative for students to practice exemplary pragmatics skills, including attentive listening and appropriate responding, with the instructor and other students. Students are asked to be considerate of classmates, in the spirit of *classroom as a community*.

Attendance

Active engagement through regular attendance of and participation in this course is critical to your learning. I understand that life happens and there are times when students need to miss class. Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, and any other course related materials. Students are asked to reach out to a peer to obtain notes. Students will be given the opportunity to make up missed work that is completed in class (not assignments intended to be completed outside of class), so long as the absences are reasonable and not excessive.

Due Dates and Late Assignment Policy

I understand that life happens and sometimes students need to miss class. Personal emergencies that cannot be anticipated will be handled on a case-by-case basis. Extensions for other circumstances may be granted with prior arrangements. One full letter grade will be deducted per day for late assignments, with the exception of K&C assignments. No credit for late K&C assignments will be given unless prior arrangements have been made, as these are completed outside of class.

Students must attend all exams and quizzes. Make-up exams and quizzes will only be given under extenuating circumstances. See Final Exam Policy for more information.

Use of AI

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Assignments are designed to develop your foundational knowledge, critical thinking, and ability to independently apply course concepts. With that in mind, for this course, AI is not permitted in this course at all. The use of AI on any assignment in this course constitutes cheating and will result in the grade of 0 on the assignment per academic dishonesty policy.

Academic Dishonesty

Students are responsible for their own conduct and are expected to conduct themselves with integrity and in a manner consistent with the ASHA code of ethics. The penalty for academic dishonesty (such as but not limited to cheating, collusion, or plagiarism) in this course is at a minimum the grade of 0 on the assignment, quiz, or exam, and may result in other academic penalties such as initiation of disciplinary proceedings as allowed under section 8-300 of the Manual of Policies and Procedures for Student Affairs.

University Policies and Resources

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library. NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military and Veterans

UT Tyler honors the service and sacrifices of our military-affiliated and veterans students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Affairs has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in UT Tyler's Policy 7.01: Family Educational Rights and Privacy Act. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to UT Tyler's Excused Absence for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at: <http://www.uttyler.edu/about/campus-carry/index.php>

Course Schedule

As the instructor, I reserve the right to modify the course schedule (including adding/removing assignments) as deemed necessary as the semester progresses. Changes will be updated on Canvas and reviewed with students as appropriate.

Date	Topic	Readings	Activities / Assignments
Wk1 8/25	Syllabus overview; getting acquainted		
Begin Unit 1: Communication Disorders and the Professionals Who Work with Them			
Wk1	Essentials of Communication	Fogle, Ch. 1	Small groups assigned for K&Cs & case

8/27	and its Disorders		study
Wk2 9/1	The Professionals	Fogle, Ch. 2	K&C#1 due before class Research options for community engagement assignment
Begin Unit 2: The Physical and Developmental Basis of Speech and Language			
Wk2 9/3	Anatomy and Physiology of Speech and Language	Fogle, Ch. 3	K&C #2 due before class ASHA website assignment due Friday 9/4 at 5pm
Wk3 9/8	Speech and Language Development	Fogle, Ch. 4	K&C #3 due before class
Begin Unit 3: Speech Sound Disorders in Children			
Wk3 9/10	Articulation and Phonological Disorders in Children	Fogle, Ch. 5	K&C #4 due before class
Wk4 9/15	Motor Speech Disorders in Children	Fogle, Ch. 6	K&C #5 due before class
Wk4 9/17	Exam 1 Prep		K&C #6 due before class Community engagement action plan due Friday 9/18 noon
Wk5 9/22	Exam 1 Covers Units 1-3 (Fogle Chapters 1-6)		
Begin Unit 4: Language and Cognitive Disorders of Children			
Wk5 9/24	Language Disorders in Children	Fogle, Ch. 7	
Wk6 9/29	Literacy Disorders in Children	Fogle, Ch. 8	K&C #7 due before class
Wk6 10/1	Attention-Deficit/Hyperactivity Disorders & Auditory Processing Disorders	Fogle, Ch. 9	K&C #8 due before class Quality of Life Video Reflection Assignment due Friday 10/2 5pm
Wk7 10/6	Autism Spectrum Disorders and Developmental Disabilities	Fogle, Ch. 10	K&C #9 due before class

Wk7 10/8	Traumatic Brain Injury in Children and Adolescents	Fogle, Ch. 11	K&C #10 due before class
Begin Unit 5: Fluency Disorders in Children and Adults			
Wk8 10/13	Essentials of Fluency Disorders	Fogle, Ch. 12	K&C #11 due before class
Begin Unit 6: Phonation and Resonance Disorders			
Wk8 10/15	Voice Disorders in Children and Adults	Fogle, Ch. 13	K&C #12 due before class Checking in re: community engagement assignment
Wk9 10/20	Cleft Lip and Palate	Fogle, Ch. 14	K&C #13 due before class
Wk9 10/22	Exam 2 Prep Session		K&C #14 due before class
Wk10 10/27	Exam 2 Covers Units 4-6 (Fogle Chapters 7-14)		
Begin Unit 7: Neurological Disorders in Adults			
Wk10 10/29	Language Disorders in Adults	Fogle, Ch. 15	
Wk11 11/3	Cognitive-Communication Disorders in Adults	Fogle, Ch. 16	K&C #15 due before class
Wk11 11/5	Motor Speech Disorders in Adults and the ICF	Fogle, Ch. 17	K&C #16 due before class
Wk12 11/10	Dysphagia	Fogle, Ch. 18	K&C #17 due before class
Begin Unit 8: Hearing Disorders in Children and Adults			
Wk12 11/12	Hearing Disorders in Children and Adults	Fogle, Chs. 19 & 20	K&C #18 due before class
Wk13 11/17	In class work on case study assignment		K&C#19/20 due before class
Wk13 11/19	Essential Counseling Principles for SLPs and AuDs	Fogle, Ch. 21	
11/24 & 11/26			

	~ Thanksgiving Break ~		
Wk14 12/1	Case Study Presentations		
Wk14 12/3	Final Exam Prep		K&C #21 due before class Community engagement experience assignment due Friday 12/4 5:00pm
	Final Exam Tuesday, December 8 11:00am-1:00pm Comprehensive Exam Covers Units 1-9 (Fogle Chapters 1-21)		