FAU

FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EEX 4101	***Current* Course Title**	Language and Speech Disorders

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix
From: **To:**

Change course number
From: **To:**

Change credits*
From: **To:**

Change grading
From: **To:**

Change WAC/Gordon Rule status**
Add ☐ **Remove** ☐

Change General Education Requirements***
Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Language and speech disorders as well as dialect and language differences will be studied in relation to physical, mental, and social characteristics of individuals with language and/or speech disorders/differences. The impact of these characteristics on academic and functional skill acquisition is discussed in relationship to implementation strategies. Ten (10) clock hours of field experience observation are required.

Change prerequisites/minimum grades to:
None

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Summer 2026	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Lisa Finnegan/lfinnegan@fau.edu/561-297-3284

Approved by		***Date***
Department Chair	[signature]	12-1-25
College Curriculum Chair	[signature]	12/18/2025
College Dean	Charles Dukes	1/5/2026
UUPC Chair	Korey Sorge	1/26/26
Undergraduate Studies Dean	Dan Meeroff	1/26/26
UFS President		
Provost		

Email this form and syllabus to mlenning@fau.edu seven business days before the UUPC meeting.

EEX 4101
Language and Speech Disorders

MWF 11:00 – 11:50
3 credits
Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX
Office hours: MWF 11-12
Classroom: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description

Language and speech disorders as well as dialect and language differences will be studied in relation to physical, mental, and social characteristics of individuals with language and/or speech disorders/differences. The impact of these characteristics on academic and functional skill acquisition is discussed in relationship to implementation strategies.
Ten (10) clock hours of field experience observation are required.

Instructional Method

Please include here a brief statement about the Instructional Method and the expectations for student attendance in your class. Example 1: In-Person. There is no remote option for this course. Example 2: This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/ Corequisites: None

Course Objectives/Student Learning Outcomes

Our coursework is guided by the Florida Standards, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Council for Exceptional Children (CEC) Standards, and CAEP Accreditation Standards. Student competencies developed through these standards are measured and demonstrated through mastery of the Florida Educator Accomplished Practices, which represent the core knowledge, skills, and professional behaviors expected of effective Florida educators. Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through

observations, coursework and interactions with stakeholders. By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.

The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.
1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions. Expected outcomes based on the FEAPs

The Candidate:
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (B.1.a)
Examines and uses data-informed research to improve instruction and student achievement. (B.1.b)
Engages in targeted professional growth opportunities and reflective practices. (B.1.e)
Implements knowledge and skills learned in professional development in the teaching and learning process. (B.1.f)

Note Regarding Florida ESOL Competencies: This course incorporates multiple language acquisition instructional strategies throughout its design and delivery. While these strategies are integrated into our coursework and classroom practices, they are not specifically identified in this syllabus because the Florida ESOL standards are currently undergoing revision. Students will receive guidance on appropriate language acquisition strategies during relevant course activities and discussions.

Course content selection and Focus

In compliance with Florida Statutes Section 1000.05 and Rules 6A-5.066 and 6A-5.081, Florida Administrative Code, this course:

- *Emphasizes critical thinking, content mastery, and effective instructional strategies*
- *Focuses on research-based practices that promote student achievement*
- *Provides opportunities to develop professional competencies and pedagogical skills*

Topics

- Language Acquisition
- Components of language
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics
- General Strategies
- Language and LD
- Phonology and the classroom
- Language and MR
- Morphology and the classroom
- Language and Sensory Impairments
- Syntax and the classroom
- Language and Autism
- Semantics and the classroom
- Language and Behavior Disorders
- Pragmatics and the classroom
- Augmentative and Alternative/ Speech Disorders

Course Evaluation Method

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENT: LANGUAGE SAMPLE WITH ANALYSES (30%)

A minimum of **20 hours** of observation in special education/ inclusion programs are required. Examples of students' language performance in the areas of phonology, morphology, syntax, semantics, and pragmatics are to be reported in a write-up.

For your final grade, **create a document** to turn into Dr. Forgan **using headings with the following bolded sections:**

1. Summary Section

Page 1: An overall one page summary of your observations. What common themes did you observe across settings? Were there any surprising observations?

2. Language Areas
Pages 2+: Use a bold heading for each of the five areas of language. Under each heading provide *10 examples* of language errors. Underline the language error. Next to the sentence indicate the correct language usage.

If you do not follow the correct format, your grade will be lowered.

Example Directions: Create a *separate page* and heading for each of the five areas of language listed below. Under each heading provide 10 examples of language errors. Include the setting, and grade.
 Underline the language error.
Format examples:
Phonology
2nd grade: The gus is wate. (bus/late)
Preschool: I love piderman. (sp)

Morphology
5th grade: We plays lots of games. (played)
1st grade: She kickeded the ball. (kicked)

Syntax
3rd grade: He go to the class (is going)
1rd grade: When we going outside? (omitted are)

Semantics
6th grade: I went to her house today. (yesterday)
5th grade: She tried to break her hair. (cut)

Pragmatics
7th grade: Hey dog! (talking to teacher)
4th grade: Context: While playing a group game student interrupts and says "Look everyone, Jerry looks like a wart hog."

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program**. For this course, the Educator Accomplished Practices (EAP 5.2) will be measured by the Language Sample with Analysis, which is the Critical Assignments.** Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):
Assessment criteria:
A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

 If a student is passing the course but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course. **If a student is not passing the course,** and has failed to pass the Critical

Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

2. FIELD EXPERIENCE

Each student is expected to observe a **minimum of 20 hours of observation** of young children's language. This includes any preschool or elementary age child.

NOTE: This requirement has been specified in the FAU University Catalog and is an ESE departmental requirement for this course. Students who do not complete the required hours will receive an Incomplete for the course which must be completed within one semester or the student will receive a failing grade.

3. QUIZZES (40%)

Quizzes will cover all assigned reading and lecture notes. The quizzes are multiple choice and administered via Canvas.

4. LANGUAGE TEACHING PROJECT (15%)

Choose a literature book and develop a lesson for elementary age students with mild disabilities that encourages the use of oral or written language development and practice. This activity is one in which you get students to talk, write, or discuss a topic by using a children's literature book. Write a lesson plan using the special education standard lesson plan.

Design one or more activities to complement your story to use with students with disabilities in a classroom setting that involve spoken and written language. Use section headings (see *italics)* in your write up: e.g., Age and Grade; Story; Instructional Objective, etc.

This assignment has two parts:

Part I.

1. Identify an *age/grade* level of students.
2. Identify an appropriate *story* from children's literature
3. Provide (1*) instructional objective* written in the form of:
Given _____ the students will _____ with _____% accuracy an
4. Complete the lesson plan.
5. List any needed *materials*.
5. Describe in great detail your activity(ies).

Part II
Think ahead and identify any areas where students may struggle with these 5 areas. Discuss each area and provide specific examples.

 Phonology: for example, Words that may be difficult to pronounce or spell
 Morphology: word endings, prefixes, suffixes
 Syntax for example, Structures used by the teacher or students that may be difficult
 Semantics: for example, vocabulary, multiple meanings, word classes, categories, etc. that may prove difficult
 Pragmatics: for example, skills needed to participate in this activity as a member of a group.

5. DISCUSSION POSTS (15%)
Students will make weekly discussion posts about relative course content. Refer to Canvas for specific due dates and topics. Students must reply to two other students' posts to receive full credit.

Assignment summary
Quizzes 20/20
Language project 15
Observation report/analysis 30
Discussion posts 15
TOTAL: 100 POINTS MAXIMUM _____/100

Course Grading Scale

GRADING (ESE GRADING SCALE):
Activity scores are cumulative and the grade scale represents percentage of total points earned.
A = 93-100 A- = 90-92 B+= 87-89 B = 83-86
B-= 80-82 C+= 77-79 C = 73-76 C-= 70-72
D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)
If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special Course Requirements (if applicable)
State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures (optional)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Watermark (Livetext) Assessment Tool Statement for Course

Students in this course are required by the College of Education to have an active Livetext account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active Livetext account may have an academic hold placed on their record. Information regarding account activation is provided on the college of education website: https://www.fau.edu/education/students/livetext/

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Required Texts/Readings

Kuder, J. S. (2018). Teaching students with language and communication disabilities. 5th edition. Boston: Allyn and Bacon.

This course utilizes textbooks and materials selected for their academic rigor and alignment with evidence-based educational practices. All assigned readings and materials support the development of professional competencies outlined in the Florida Educator Accomplished Practices (FEAPs) and course learning objectives.

Supplementary/Recommended Readings (if applicable)

Course Topical Outline

Include a breakdown of topics covered (generally, by class day or by week), deadlines for course assignments/requirements, and dates of exams, quizzes, papers, and completion of readings. The

Provost's Policy and Procedure: Definitions of a Credit Hour needs to be followed in developing out-of-class assignments.

Tentative Schedule of Readings and Course Topics

WEEK	TOPIC & CHAPTER
1	Introduction and course overview
2	Language Disorders & Elements of Language Chapter 1& Chapter 2
3	Labor Day
4	Language Theories The Development of Language Chapter 3-4
5	Birth- Preschool Language Chapter 5
6	Language and School Chapter 6
7	QUIZ 1
8	Language and Intellectual Disabilities Chapter 8
9	Language and Autism Chapter 9
10	Language and EBD Chapter 10
11	Language Instruction Chapter 13
12	AAC Language Chapter 14
13	Language and LD Chapter 7
14	Thanksgiving Week TBD
15	Language and Culture Chapter 16
16	Quiz 2