

SLHS 4512: SPEECH DISORDERS ACROSS THE LIFESPAN
Speech-Language Pathology Prerequisites (SLPP) Program
University of Colorado Boulder

CREDITS	3
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COURSE DESCRIPTION

Introduces students to the etiology, characteristics, assessment, treatment, and functional impact of speech disorders in children and adults. Covers developmental and acquired speech disorders, including stuttering, cluttering, speech sound disorders, voice disorders, dysarthria, apraxia of speech, and speech differences associated with orofacial clefts.

COURSE MODALITY

SLHS 4512 is a fully online, asynchronous course delivered across the standard academic term. Instruction occurs through structured weekly modules, and students are required to progress according to scheduled release dates and assignment deadlines. Although there are no synchronous class meetings, the course is instructor-paced and follows the university semester calendar. The instructor will hold regular virtual office hours to provide additional support and clarification. Participation is optional, and recordings are made available for students who are unable to attend.

COURSE LEARNING OBJECTIVES

By the end of SLHS 4512, students will be able to

1. Define and categorize typical speech disorders across the lifespan
2. Identify anatomical structures and systems relevant to each speech disorder
3. Explain common etiologies and symptoms of frequently occurring speech disorders
4. List the professionals involved in team management of speech disorders
5. Summarize assessment and treatment methods for the covered speech disorders
6. Discuss the impact of speech disorders on individuals

COURSE ALIGNMENT MAP

MODULES	UNIT OBJECTIVES	ASSESSMENTS	LEARNING MATERIALS
Module 1: Speech Sound Disorders	<ol style="list-style-type: none"> 1. Differentiate speech and language and describe typical speech development from infancy through early childhood 2. Distinguish typical developmental variation from indicators of speech sound disorder 3. Differentiate articulation (phonetic/motor-based) and phonological (rule-based/linguistic) speech sound disorders and identify characteristic error patterns associated with each. 4. Classify speech sound disorders by level of impairment (phonetic vs. phonological), etiology (functional vs. organic), and severity 5. Understand the components and purposes of a comprehensive speech sound assessment 6. Describe treatment of speech sound disorders, including selection of motor-based and linguistic-based approaches based on disorder type and contributing factors 7. Understand the functional, academic, and psychosocial impacts of speech sound disorders, including effects on intelligibility, literacy development, educational participation, and social communication 	Assignment 1 Discussion 1 Quiz 1 Practice Quiz 1.1 Practice Quiz 1.2 Practice Quiz 1.3 Practice Quiz 1.4	Fogle, P. T. (2019). Articulation and phonological disorders in children. In P.T. Fogle (Ed), Essentials of communication sciences and disorders (pp. 83-97). Williams, A. L. (2014). Speech sound disorders in children. In L. M. Justice & E. E. Redle (Eds.), Communication sciences and disorders: A clinical evidence-based approach. Slides Lectures Canvas

<p>Module 2: Voice Disorders</p>	<ol style="list-style-type: none"> 1. Describe the major anatomical and physiological components of voice production 2. Identify and describe the core perceptual characteristics of voice—pitch, loudness, resonance, and voice quality 3. Differentiate among functional, organic, and neurologic voice disorders, including common etiologies, examples, and their effects on vocal function 4. Describe key components of a comprehensive clinical voice assessment 5. Describe the major goals of voice and resonance treatment and effective treatment approaches and techniques 6. Recognize the impact of voice disorders on communication, social participation, and quality of life in both children and adults 	<p>Assignment 2 Discussion 2 Quiz 2 Practice Quiz 2.1 Practice Quiz 2.2 Practice Quiz 2.3 Practice Quiz 2.4</p>	<p>Owens Jr, R. E., & Farinella, K. A. (2019). Voice and Resonance Disorders. In Introduction to communication disorders: A lifespan evidence-based perspective (pp. 247-276). Pearson. Slides Lectures Canvas</p>
<p>Module 3: Motor Speech Disorders</p>	<ol style="list-style-type: none"> 1. Explain how neuroanatomy supports differential diagnosis and treatment planning for motor speech disorders 2. Describe how neurologic impairment affects speech production across all subsystems—respiration, phonation, resonance, articulation, and prosody 3. Differentiate major motor speech disorders (apraxia of speech, dysarthrias, developmental dysarthrias) based on etiology, lesion site, motor signs, and perceptual characteristics 4. Describe the components, procedures, and rationale of a comprehensive motor speech assessment 5. Explain evidence-based treatment principles and subsystem-specific approaches for neuromotor speech disorders, including restorative and compensatory techniques. 6. Describe impact of developmental and acquired motor speech disorders on children and adults 7. Compare the types, access methods, and functions of AAC systems, addressing common myths and key considerations in clinical decision-making 	<p>Assignment 3 Discussion 3 Quiz 3 Practice Quiz 3.1 Practice Quiz 3.2 Practice Quiz 3.3 Practice Quiz 3.4</p>	<p>Manes, J.L., Maas, E. Robin, D.A. (2013) Motor Speech Disorders Apraxia and Dysarthria. Justice, L. M., & Redle, E. Communication sciences and disorders: A clinical evidence-based approach (pp. 394-437). Pearson. Slides Lectures Canvas</p>
<p>Module 4: Stuttering & Cluttering</p>	<ol style="list-style-type: none"> 1. Discuss disfluency vs. stuttering 2. Identify and describe primary and secondary stuttering behaviors and fluency-enhancing and fluency-challenging conditions 3. Briefly describe current thinking on the causation of stuttering 4. Identify major components of a stuttering evaluation 5. Differentiate between 2 primary stuttering treatment approaches 6. Describe cluttering and differentiate from stuttering 7. Discuss impact of stuttering and guidance for a communication partner of a person who stutters (PWS) 	<p>Assignment 4 Discussion 4 Quiz 4 Practice Quiz 4.1 Practice Quiz 4.2 Practice Quiz 4.3 Practice Quiz 4.4</p>	<p>Byrd, C.T., Gillam, R.B. (2016). Fluency Disorders. In Gillam, R. B., & Marquardt, T. P., Martin, F.N. Communication sciences and disorders: From science to clinical practice (pp. 153-180). Jones & Bartlett.</p>
<p>Module 5: Cleft Lip & Palate</p>	<ol style="list-style-type: none"> 1. Explain key craniofacial anatomy and embryologic development of the lip and palate 	<p>Assignment 5 Discussion 5 Quiz 5</p>	<p>Kummer, A.W. (2013). Cleft lip and palate and other</p>

	<ol style="list-style-type: none"> 2. Describe the structures and physiology of velopharyngeal function 3. Differentiate among types of velopharyngeal dysfunction 4. Describe the causes, classification, and clinical presentation of cleft lip and palate 5. Identify common developmental, structural, and communication challenges experienced by children with cleft lip and/or palate across the lifespan 6. Describe the key components of a comprehensive SLP assessment for children with cleft lip/palate or velopharyngeal dysfunction 7. Explain management options for velopharyngeal incompetence—including surgical, prosthetic, and therapeutic interventions 8. Identify major craniofacial and genetic conditions associated with cleft palate 	Practice Quiz 5.1 Practice Quiz 5.2 Practice Quiz 5.3 Practice Quiz 5.4	craniofacial disorders. In Anderson, N. B., & Shames, G. H. Human communication disorders (pp. 238-271). Pearson. Slides Lectures Canvas
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ASHA 2020 CERTIFICATION STANDARDS ADDRESSED IN THIS COURSE

This upper-division course provides foundational knowledge aligned with the American Speech-Language-Hearing Association (ASHA) 2020 KASA Standards, including:

- Standard IV-B: Biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of human communication and swallowing across the lifespan.
- Standard IV-C: Etiologies, characteristics, and correlates of communication and swallowing disorders, including speech sound production, fluency, voice and resonance, language, hearing, swallowing/feeding, cognitive and social aspects of communication, and augmentative and alternative communication.
- Standard IV-D: Foundational principles of prevention, assessment, and intervention for communication and swallowing disorders across the lifespan.

This course emphasizes integration of typical and atypical development to support preparation for graduate study.

COURSE REQUIREMENTS

Student grades are based on

	Number	Points	Total Points
Assignments	5	35	175
Quizzes	5	40	200
Discussions	5	5	25
		Total Points	400

SUBMISSION POLICIES

Assignments and quizzes are submitted in Canvas and due on the date posted in Canvas. Late submissions will be reduced by 25% of the total possible points per day late (i.e., on the 4th day late, the submission is worth 0 points).

GRADING SCALE

Grades are assigned based on the percentage of the total points earned and calculated using the following scale.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Grade *	93+<100	90- <93	87- <90	83- <87	80- <83	77- <80	73- <77	70- <73	67- <70	63- <67	60- <63	<60

*< indicates less than

COURSE PLAGIARISM POLICY

Students should submit their own work in this course. Review Honor Code and Student Conduct for University policies.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) COURSE POLICY

Students should not use AI tools during quizzes. Students should give credit to AI tools when used on assignments.

INCLUSIVITY

This course is committed to creating a learning environment where everyone feels respected, valued, and supported. Diverse perspectives, identities, and experiences strengthen our learning community, and all students are encouraged to participate fully. We strive to maintain a classroom culture that is accessible, inclusive, and free from discrimination. If you encounter barriers to your learning or have needs that are not being met, please reach out so we can work together to ensure your success.

ONLINE COMMUNICATION GUIDELINES

1. Be respectful and professional in all posts and messages.
2. Keep communication clear, concise, and on topic.
3. Use a friendly, neutral tone—online messages can be easily misunderstood.
4. Engage regularly and contribute constructively to discussions.
5. Respect privacy: do not share classmates' information or course materials outside the class.
6. Use official university channels for course communication and check the syllabus/announcements before emailing questions.
7. Support an inclusive environment by honoring others' names, pronouns, and perspectives.

UNIVERSITY POLICIES

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part of adhering to the Honor Code. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from Student Conduct & Conflict Resolution and will be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website. If you have a temporary illness, injury or required medical isolation for which you require adjustment, please contact the instructor as soon as possible.

Accommodation for Religious Obligations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please communicate the need for a religious accommodation in a timely manner. See the [campus policy regarding religious observances](#) for full details.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information does not always align with how they identify. If you wish to have your preferred name (rather than your legal name) and/or your preferred pronouns appear on your instructors' class rosters and in Canvas, visit the [Registrar's website](#) for instructions on how to change your personal information in university systems.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color,

national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

Additional classroom behavior information

- [Student Classroom and Course-Related Behavior Policy](#).
- [Student Code of Conduct](#).
- [Office of Institutional Equity and Compliance](#).
- [Student Code of Conduct](#).
- [Office of Institutional Equity and Compliance](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email OIEC@colorado.edu. Information about university policies, [reporting options](#), and [OIEC support resources](#) including confidential services can be found on the [OIEC website](#). Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure the person impacted receives outreach from OIEC about resolution options and support resources. To learn more about reporting and support a variety of concerns, visit the [Don't Ignore It page](#).

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#), located in C4C, or call (303) 492-2277, 24/7.