

Spring 2026

SPLP 3314, CRN 27015  
Language Disorders in Preschool Children  
Asynchronous online class

Instructor Information

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Georgina Barrera, M.S. CCC-SLP

**Communications:**

Email or phone call preferred

Email: Ggbarrera@utep.edu, (915) 526-3875 (cell)

**Office Room and Hours:**

402, Campbell Building

By appointment. May be virtual or in-person

I. Course Description

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Theoretical foundations, diagnosis, and intervention for language impairments in pre-school populations. Multicultural issues related to language disorders in this population are discussed.

II. Course Objectives

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In completion of this course, students will meet all course objectives and demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the UTEP Speech Language Pathology Knowledge and Clinical Competencies, and the UTEP EDGE Experiences.

## ASHA Standards

Standard IV (B, C, D, E, F) —Knowledge Outcomes

Please visit <https://www.asha.org/certification/2020-slp-certification-standards/> for detailed information on ASHA's Standards.

## UTEP Speech-Language Pathology Knowledge and Clinical Competencies

Language Competency

Diversity, Equity and Inclusion Competency

Writing Competency

Oral Writing

Professional Competency

Please see the Blackboard course for a detailed document on the UTEP SLP Knowledge and Clinical Competencies






## Outcome Measurements

1. Define and apply vocabulary associated with language disorders in the preschool-age population.
2. Discuss the clinical/practical implications of different developmental theories in the context of disorder.
3. Describe the impact of structural, neurological, and environmental conditions as potential etiological factors in language disorders.
4. Describe language assessment techniques (standardized and non-standardized) appropriate for preschool-age children.
5. Interpret assessment results and identify relevant treatment strategies.

## Edge Advantages

This course is designed to equip students with essential Edge Advantages that contribute to their professional and personal development. Through the completion of course requirements and assignments, such as team projects, presentations, and essays, students will develop the following Edge Advantages:

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	Problem-Solving	Assignments will challenge students to identify and address complex issues using innovative and analytical approaches.
	Communication	Class discussions and written assignments will improve students' skills in articulating ideas clearly and persuasively in both oral and written forms.
	Social Responsibility	Through community engagement opportunities and course content that encourages ethical considerations, students will foster a sense of responsibility towards their community and society at large.
	Confidence	By actively participating and successfully completing assignments, students will build self-assurance in their abilities to tackle academic and real-world challenges.
	Critical Thinking	The course's emphasis on analysis and synthesis of information will strengthen students' abilities to think critically and make informed decisions.

### III. Requirements

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*CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.*

#### Texts/Technology

1. Required Textbooks/Software:

- *PAUL, R. (2012). LANGUAGE DISORDERS FROM INFANCY THROUGH ADOLESCENCE: LISTENING, SPEAKING, READING, WRITING, AND COMMUNICATION. (5TH ED), ST. LOUIS, MO: MOSBY.*

2. Required Readings:

- *ARTICLES ASSIGNED ON BB OR IN CLASS.*

3. Recommended Textbooks (not required but excellent resources):

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- *MILLER, J. F., ANDRIACCHI, K., & NOCKERTS, A. (2011). ASSESSING LANGUAGE PRODUCTION USING SALT SOFTWARE. MIDDLETON, WI: SALT SOFTWARE. [HTTPS://WWW.SALTSOFTWARE.COM/](https://www.saltsoftware.com/).*
  - *SHIPLEY, K. G., MCAFEE, J. G., & SHIPLEY, K. G. (2021). ASSESSMENT IN SPEECH-LANGUAGE PATHOLOGY: A RESOURCE MANUAL (6TH ED), SAN DIEGO, CA: PLURAL PUBLISHING. (OLDER EDITIONS ARE GREAT TOO!)*
  - *ROTH, F.P., WORTHINGTON, C.K., (2021). TREATMENT RESOURCE MANUAL FOR SPEECH-LANGUAGE PATHOLOGY (6TH ED), SAN DIEGO, CA: PLURAL PUBLISHING.*
4. Access to a reliable laptop and/or tablet with:
- *INTERNET ACCESS*
  - *WORD PROCESSING SOFTWARE*
  - *ADOBE READER (LATEST VERSION) OR PDF READER*
  - *ZOOM AND/OR MICROSOFT TEAMS ACCESS (DEPENDS ON THE NEEDS OF THE CLASS)*
  - *ACTIVE UTEP EMAIL ADDRESS AND ACCESS TO BLACKBOARD*
  - *PLEASE VISIT [https://www.utep.edu/technologysupport/TSCenter/tsc\\_eqcheckout.html](https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html) FOR INFORMATION REGARDING EQUIPMENT CHECKOUT*
  - *WILL ALSO NEED TO DOWNLOAD RESPONDUS- STUDENTS NEED TO USE RESPONDUS LOCKDOWN BROWSER AND RESPONDUS MONITOR (WEBCAM) TO COMPLETE MIDTERM AND FINAL EXAMS*

## IV. Class Format

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### Online

Lectures via Yuja posted on Blackboard

### Blackboard/Online

Readings, videos, etc., Discussions, Written activities, Quizzes, Canva/PowerPoint presentation

## V. Student Responsibilities

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*You are expected to participate in all online tasks/activities. You are responsible for reviewing and completing weekly modules on Blackboard when assigned. This includes readings, assignments, and projects. Please visit UTEP's Policies and Regulation page at <http://catalog.utep.edu/policies-regulations/> for details regarding the following:*

### Class Attendance

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success, but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers on the discussion boards (grading rubric will be provided on Bb)
- Quizzes
- Other activities as indicated in the weekly modules

### Due Dates

1. All assignments are due as directed on Blackboard.
2. Make-up exams, late assignments and/or projects **will not** be accepted (for real!). Prior approval to complete an exam, submit assignments and/or project at an alternate time may be permitted. This is at the discretion of the instructor. Significant emergencies may also be taken into consideration (documentation may be requested). Communication is key! Please meet with the instructor ASAP to discuss options.

### Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

*Netiquette*

*When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:*

1. Respect and courtesy must always be provided to fellow classmates and the instructor, in all contexts. Harassment or inappropriate postings will not be tolerated.
2. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
3. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

## VI. Course Content – Calendar and Grading

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### Class Outline/Calendar

1. You are **required** to check **weekly modules** on Blackboard for detailed instruction regarding weekly readings, assignments, discussions, and projects.
2. **The course syllabus and outline of assignments is subject to change or modification at Mrs. Barrera's discretion.** This includes pop quizzes and in class assignments not included in the assignment outline. This may be done in order to accommodate the needs of the class.
3. Extra credit assignments are at the discretion of the instructor.

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<b>Week</b>	<b>Date</b>	<b>Topic</b>		<b>Due</b>
<b>1</b>	1.19.26	Introduction <ul style="list-style-type: none"> <li>• Syllabus, Expectations</li> <li>• “What do I already know?”</li> </ul>	<b>Tasks:</b> <ul style="list-style-type: none"> <li>• Get your Textbook/s</li> <li>• <b>View:</b> Yuja Introduction Lecture</li> <li>• <b>Readings:</b> Can start on Ch 1 in preparation for next week if you are able</li> <li>• <b>Assignment:</b> complete the No Risk Assessment posted on Bb</li> </ul>	No risk assessment
<b>2</b>	1.26.26	Preschool Language Disorders <ul style="list-style-type: none"> <li>• Language Development Review</li> <li>• What is a language disorder?</li> <li>• What is typical/atypical?</li> </ul>	<b>Tasks</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch 1 (Paul)</li> <li>• Assignments: You will be assigned a special population that you will present on (recorded)</li> </ul>	
<b>3</b>	2.02.26	Disorder vs. Difference <ul style="list-style-type: none"> <li>• Cultural Competence</li> <li>• Bilingualism</li> <li>• Considerations for Cultural/Linguistic Diversity, DEI</li> </ul>	<b>This week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch 5 (Paul)</li> <li>• ASHA’s Cultural Competence on Bb</li> <li>• <b>Quiz #1</b></li> <li>• Assignments: Write the definition for the Special Population that you were assigned for your Canva/PowerPoint presentation</li> </ul>	
<b>4</b>	2.09.26	Principles of Assessment <ul style="list-style-type: none"> <li>• What is the goal/purpose?</li> <li>• Areas of Assessment</li> <li>• Types of Assessments</li> </ul>	<b>This Week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch 2 (Paul)</li> <li>• *Ch 1 (Shipley &amp; McAfee) on Bb</li> <li>• Assignment: Research and post at least 3 articles that you will use for your Canva/PowerPoint presentation</li> </ul>	

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<b>5</b>	2.16.26	<p>Assessment of Developing Language</p> <ul style="list-style-type: none"> <li>• Quick review of Pre-linguistic and Emerging Language</li> <li>• Description of this stage</li> <li>• Areas of Assessment</li> <li>• Types of Assessments</li> </ul>	<p><b>This Week:</b></p> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch 6, 7 (Paul)</li> </ul>	
<b>6</b>	2.23.26	<p>Assessment of Developing Language</p> <ul style="list-style-type: none"> <li>• Areas of Assessment</li> <li>• Types of Assessments</li> </ul>	<p><b>This Week:</b></p> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Review:</b> Ch 8 (Paul)</li> <li>• <b>Quiz #2</b></li> </ul>	
<b>7</b>	3.02.26	<p>Assessment of Developing Language-</p> <ul style="list-style-type: none"> <li>• A Look at Specific Measures</li> <li>• Test Interpretation</li> </ul>	<p>This Week: <b>View:</b> Yuja lecture <b>Review:</b></p>	
<b>8</b>	3.09.26 – 3.14.26	<p>Creating an Assessment/Diagnostic Plan Midterm Exam Review</p>	<p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• Review the references/material provided from the last 2 weeks</li> <li>• Midterm Review on Bb</li> </ul>	
<b>9</b>	3.16.26	<b>No class-Spring Break</b>	<p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• HAVE FUN!!!</li> </ul>	
<b>10</b>	3.23.26	Midterm Exam	<p><b>Midterm Exam</b></p> <ul style="list-style-type: none"> <li>• Will cover Weeks 1-7</li> </ul>	
<b>11</b>	3.30.26	<p>Language in Special Populations</p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Considerations</li> </ul>	<p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Reading:</b> Ch 4 (Paul)</li> <li>• <b>Assignment:</b> Canva/PowerPoint due this week</li> </ul>	

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<b>12</b>	4.06.26	Principles of Intervention & EBP <ul style="list-style-type: none"> <li>• What is EBP?</li> <li>• What is the goal/purpose of intervention?</li> </ul>	<b>This week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch 3 (Paul)</li> </ul>	
<b>13</b>	4.13.26	Principles of Intervention & EBP <ul style="list-style-type: none"> <li>• Establishing goals/outcomes</li> <li>• Methodology</li> </ul>	<b>This week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch3 (Paul)</li> <li>• <b>Assignment:</b> SMARTER goals</li> <li>• <b>Quiz #3</b></li> </ul>	
<b>14</b>	4.20.26	Intervention for Developing Language <ul style="list-style-type: none"> <li>• Target Areas</li> <li>• Approaches</li> </ul>	<b>This week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• <b>Readings:</b> Ch 9 (Paul)</li> <li>•</li> </ul>	
<b>15</b>	4.27.26	Intervention for Developing Language <ul style="list-style-type: none"> <li>• Target Areas</li> <li>• Approaches</li> </ul>	<b>This week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• Reviewed Ch 9 (Paul)</li> <li>• <b>Quiz #4</b></li> </ul>	
<b>16</b>	5.04.26	Creating an Intervention/Treatment Plan and Review	<b>This week:</b> <ul style="list-style-type: none"> <li>• <b>View:</b> Yuja lecture</li> <li>• Review the references/material provided last week</li> <li>• Review for the final</li> </ul>	
<b>17</b>	5.11.26 - 5.15.26	Final Exam	<b>Comprehensive Final Exam</b> <ul style="list-style-type: none"> <li>• Will cover the entire course</li> </ul>	Final Exam

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### Grading

Grades will be calculated as follows. No points or percentages will be “rounded up” and a letter grade will be assigned according to the exact number of points obtained.

	<b>How many?</b>	<b>Percentage of Total</b>
<b>Exams</b>	2	40%
<b>Quizzes</b>	4	15%
<b>SMARTER Goals Assignment</b>	1	10%
<b>Discussions</b>	2	15%
<b>Special Populations Presentation</b>	1	20%
	<b>Grand Total</b>	100%

**A-** 90.0-100

**B-** 80.0-89.9.

**C-** 70.0-79.9

**D-** 60.0-69.9

**F-** 59.9 and below

1. Exams

a. *Midterm*

Will consist of everything covered from the beginning of the semester until the time of Exam 1.

b. *Final*

Will consist primarily of material covered after midterm, however content from the beginning of the semester may be used.

2. Quizzes – Prepare by reading the materials and reviewing lectures.

3. Discussions- Details will be provided on Bb.

4. Special Populations Presentation- Details will be provided in class, on Bb, and/or in person.

5. SMARTER Goals Assignment- Details will be provided in class, on Bb, and/or in person.

## VII. Other Policies and Information

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### Communications

Because this is an online class, we won't see each other in the ways you may be accustomed to; during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

**Office hours:** Please feel free to schedule a time to meet with me. This can be done in person, or via Teams or Zoom.

**Email:** UTEP email is the best way to reach me. I will make every effort to respond to your email within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line.

**Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard.

**Announcement:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

\*Please allow a minimum of 48 hours for faculty to respond to discussion board postings and/or e-mail.

### Drop/Withdrawal Policy

Please refer to the UTEP Academic Calendar website <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html> to identify the dates during which drops may occur.

### Americans with Disability Act (ADA)

If you have a disability or suspect a disability, contact the Center for Accommodations and (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Support Services (CASS)

East Union Bld., Room 106

<https://www.utep.edu/student-affairs/cass/>

Phone: (915) 747-5148

Fax: (915) 7478712

[cass@utep.edu](mailto:cass@utep.edu)

### Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

### Academic Dishonesty

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.” Please visit the Office of Student Conduct and Conflict Resolution website for detailed information <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>.

## VIII. Resources

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### Research

Please visit the UTEP library on main campus or at the following website <https://www.utep.edu/library/> .

### Academic Writing

Please visit the University Writing Center website <https://www.utep.edu/uwc/> for help with writing development.

### Technology Support

Please visit the Technology Support Help Desk <https://www.utep.edu/technologysupport/> or call the main number at (915) 747-HELP (4357).

### University Counseling and Psychological Services (CAPS)

Please visit the UTEP Counseling and Psychological Services website <https://www.utep.edu/student-affairs/counsel/> or call (915) 747-5302 if you would like to speak to a counselor.

### American Speech Language Hearing Association

<http://www.asha.org/>

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Texas Department of Licensing and Regulation  
<https://www.tdlr.texas.gov/slpa/slpa.htm>

Texas Speech-Language Hearing Association  
<https://www.txsha.org/>

Scan for Student Resources

