Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course   Course Prefix Change   Course Deletion

(Course Revision)   (Course Number and/or Title Change)   (Catalog Description Change)

Current course prefix, number and full title: __SPLP 406, Articulation and Language Disorders__

Proposed course prefix, number and full title, if changing: SPLP 406, Clinical Management of Articulation and Language Disorders

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

[ ] Learning Skills   [ ] Knowledge Area   [ ] Global and Multicultural Awareness   [✓] Writing Across the Curriculum (W Course)

[ ] Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

     [ ] Global Citizenship   [ ] Information Literacy   [ ] Oral Communication

     [ ] Quantitative Reasoning   [ ] Scientific Literacy   [ ] Technological Literacy

3. Other Designations, as appropriate

[ ] Honors College Course   [ ] Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

[ ] Catalog Description Change   [ ] Program Revision   [ ] Program Title Change   [ ] New Track

[ ] New Degree Program   [ ] New Minor Program   [ ] Liberal Studies Requirement Changes   [ ] Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	_[signature]_	12.5.11
Department Chairperson(s)	_[signature]_	11/19/2011
College Curriculum Committee Chair	_Edel Reilly, TECC Curr Chair_	2/27/12
College Dean	_A-Kev_	3/1/12
Director of Liberal Studies (as needed)	_[signature] H. Patet_	3/26/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	_Gail SSechrist_	3/27/12

Course Revision

SPLP 406
Clinical Management of Articulation & Language
(3c-0l-3cr)

1. Syllabus
Find attached (1) the proposed course syllabus and (2) the old syllabus of record.

2. Summary of Changes
Changes are being made to the course title and course catalog description. In addition, minor changes are being made to the course objectives and course content. The focus of this course will change to one that allows students to employ their problem-solving skills and academic knowledge to clinical decision making. The assignments for this course reflect this new focus. However, these changes will not affect the essential components of the writing intensive (W) course requirements. Similarly, the title of the course has been changed from "Articulation and Language Disorders" to "Clinical Management of Articulation and Language Disorders." The following prerequisites have been added: Admission to teacher certification, SPLP 122. The following prerequisites have been removed: SPLP 242, 251.

3. Justification/Rationale for the Revision
Students at the undergraduate level in speech-language pathology complete academic content courses until their final year in the program. During their senior year, they may complete an undergraduate treatment clinic. However, at this point, little instruction is provided regarding how to apply academic knowledge to the clinical setting. The changes proposed for this course, including the more clinically-based assignments, are intended to help students to bridge this gap. The change in the course title reflects this change in course content. The prerequisite of SPLE major was added to ensure that only students who have been admitted to the major may enroll. Admission to teacher certification ensures that students can pass the basic requirements into teacher education, which is required in order to graduate from the program. The prerequisite of SPLP 122 is needed to ensure that students have a foundation in phonetics. SPLP 242 and 251 are not necessary in order to be successful in this course.

4. Old syllabus of record – Attached is the old syllabus of record for this course.

<center>**Syllabus of Record**</center>

I. **Catalog Description:**

SPLP 406: Clinical Management of Articulation and Language Disorders

3 class hours
0 lab hours
3 credits

Prerequisites: Admission to teacher certification, SPLP 111, 122, 334
Co-requisite: EDUC 342

(3c-0l-3cr)
SpEd hours: 90
ELL hours: 8

Provides an introduction to the principles and practices for assessment and intervention of articulation/phonology and language disorders using a variety of experiences that allow students to practice applying their clinical skills to practical situations. The course provides an overview of diagnostic tools, assessment principles and techniques, and intervention principles and techniques as related to a variety of articulation/phonology and language disorders.

II. **Course Outcomes.**

1) Students will demonstrate a basic understanding of a variety of articulation/phonology and language disorders.
2) Students will demonstrate a basic understanding of the principles and practices related to the assessment of articulation/phonology and language disorders.
3) Students will demonstrate a basic understanding of the principles and practices related to intervention with articulation/phonology and language disorders.
4) Students will demonstrate a basic understanding of the speech and language characteristics associated with various clinical populations.
5) Students will demonstrate clinical writing skills relevant to the diagnosis and remediation of childhood articulation/phonology and language disorders.

Course Objective	College Conceptual Framework/Danielson	ASHA Standards	PDE Standards	Performance Indicator
1	1b	III-C	I.A	Exam
2	1f	III-C,D	I.D,H,L; II.E	Assessment Tool Paper and Presentation Clinical Problem Solving activities Language Sample Analysis
3	1e	III-C,D, IV-G	I.A, D, E, I, L; II.B	Exam Clinical Problem Solving activities **Mock Staffing**

| 4 | 1b | III-B
IV-G | I.A,B,G | Exam
Mock Staffing |
| 5 | 4e | III-C
IV-G | I.I; II.I; III.C | Assessment Tool Paper
and Presentation
Mock Staffing
Clinical Problem Solving
activities |

III. **Detailed Course Outline (42 hours total)**

I. Principles of Assessment (4 hours)
   A. Norm-referenced measures
   B. Criterion-referenced measures
II. Writing Goals and Objectives (2 hours)
III. Principles of Intervention (6 hours)
   A. Clinician-directed approaches
   B. Hybrid approaches
   C. Child-centered approaches
IV. **Exam I (1.5 hour)**
V. Articulation and Phonological Disorders (9 hours)
   A. Normal Phonological Development
   B. Diagnosis: Articulation and Phonology
   C. Treatment
      i. Treatment: Articulation
      ii. Treatment: Phonology
   D. Articulation and Phonological Disorders in Special Populations
      i. Individuals with Apraxia of Speech
      ii. Individuals with Craniofacial Anomalies
      iii. Individuals with Cerebral Palsy
VI. **Exam II (1.5 hour)**
VII. Language and Human Communication (2 hours)
   A. The Structure of Language
   B. Variation in Language: Dialects and Accents
   C. Bilingualism and English Language Learning
VIII. Normal Language Development (3 hours)
   A. Development of Syntax and Morphology
   B. Development of Semantics
   C. Development of Pragmatics
IX. Language Disorders (13 hours)
   A. Communication Disorders in Infants
   B. Language Disorders in Toddlers
   C. Language Disorders in Preschoolers
   D. Language Disorders in School-Age Children
   E. Language Disorders in Adolescents
   F. Language Disorders in Adults

      G. Language Disorders in Special Populations
         i. Language in Individuals with Intellectual Impairments
        ii. Language in Individuals with Autism Spectrum Disorders
       iii. Language and Other Special Populations

VIII. **Final Exam (2 hour)**

IV.   **Evaluation Methods**

1) **Three Examinations**   150 Points
Each examination will consist of multiple choice and short
answer essay questions and will be completed in class. They
will be worth 50 points each.

2) **Mock Staffing.**   70 Points
Each student will conduct multiple observations of a client
and will interview the graduate clinician regarding the client's
goals and intervention plan. Following this, the student will write
a brief (2-3 pages) overview of their findings and lead a mock
staffing concerning the client, their goals and remediation plan.

3) **Assessment tool paper and presentation**   50 points
The assessment tool paper and presentation will provide
a description and critique of a norm-referenced assessment
tool. The paper should be <u>three to four</u> pages in length. The
oral presentation should take approximately 10-15 minutes
and include a hands-on demonstration of test administration.

4) **Language sample analysis**   30 points
Students will complete an in-class tutorial concerning the analysis of spoken language
samples, and the use of the Systematic Analysis of Language Transcripts (SALT)
software. Following this, students will complete an independent analysis of a written
language transcript using this software.

5) **Clinical problem solving activities**   100 points
Students will write responses (1-2 pages in length) questions regarding each of five
scenarios. These scenarios will require the student to interpret data regarding
hypothetical clinical cases, and to think critically to make decisions regarding these
assessment and treatment cases. Each of these five activities will be worth 20 points.

V.   **Example Grading Scale**

        A   90%-100%
        B   80%-89%
        C   70%-79%
        D   60%-69%
        F   0% - 59%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

VI.   **Attendance Policy**
Attendance in class is expected in accordance with the policy outlined in the university catalog

VII.   **Required Textbook(s), Supplemental Books and Readings**
Required Textbook:
Paul, R. & Cascella, P.W. (2006). *Introduction to Clinical Methods in Communication Disorders* (2nd Ed.). Baltimore: Brookes Publishing Company.

Required Software:
Miller, J.F. & Iglesias, A. (2012). Systematic Analysis of Language Transcripts (SALT) [Computer Software – Student Version]. Madison, WI: Language Analysis Lab, University of Wisconsin – Madison.

VIII.   **Special Resource Requirements**
None

IX.   **Bibliography**

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Smith, V., Mirenda, P. and Zaidman-Zait, A. (2007). Predictors of expressive vocabulary growth in Children with autism. *Journal of Speech, Language, and Hearing Research, 50*, 149-160.

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Watt, N., Wetherby, A., and Shumway, S. (2006). Prelinguistic predictors of language outcome at 3 years of age. *Journal of Speech, Language, and Hearing Research, 49, 1224-1237.*

Westerlund, M., Berglund, E., and Eriksson, M. (2006). Can severely language delayed 3-year-olds be identified at 18 months? Evaluation of a screening version of the MacArthur–Bates Communicative Development Inventories. *Journal of Speech, Language, and Hearing Research, 49,* 237-247.

COURSE SYLLABUS

CATALOG DESCRIPTION

SH 406   Articulation and Language Disorders   3c-ol-3sh

Prerequisites: SH 111, SH 242, SH 251, SH 234

Exploration of the processes related to developmental articulation and language disorders from birth through adolescence.   Instruction in the principles underlying modification of these disorders.   Preparation of management programs and observation in the Speech and Hearing Clinic required.

COURSE OBJECTIVES

1. To develop an understanding of the characteristics of articulation (speech sound) disorders.

2. To develop an understanding of the principles for changing defective articulation patterns to normal speech.

3. To develop an understanding of the characteristics of developmental language disorders.

4. To develop an understanding of the principles of teaching language to handicapped children and adolescents.

COURSE OUTLINE

A. Articulation Disorders

1. Developmental and Linguistic Principles Pertinent to Articulation Disorders.
2. Interpretation of Testing Data and Applicability to Treatment Programs.
3. Design and Implementation of Treatment Programs.
4. Evaluation of the Effectiveness of Treatment Programs.

B. Language Disorders

1. Developmental and Linguistic Principles Pertinent to Language Disorders.
2. Interpretation of Testing Data and Applicability to

Treatment Programs.
3. Design and Implementation of Treatment Programs.
4. Evaluation of the Effectiveness of Treatment Programs.

REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Bankson, Nicholas W. and Bernthal, John E., (1988). _Articulation and Phonological Disorders_, Englewood Cliffs, NJ: Prentice Hall.

Textbook: Cole, Jack T. and Cole, Martha L., (1989). _Effective Intervention with the Language Impaired Child_, Rockville, MD: Aspen Publishers, Inc.

EVALUATION METHODS

The final grade for the course will be determined as follows:

    Four Tests (100 Points Each)
    Outside Assignments (100 points)

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

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