

<b>ORIGINATOR'S SECTION:</b>	
<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Fall 2016
<b>2. Current Course abbreviation and Number:</b> SLP 661	

**TYPE OF CHANGE(S). Check  $\checkmark$  all that apply.**

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked ( $\checkmark$ ) above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

<b>3. Title:</b>	<b>Course abbreviation and Number:</b>
<b>4. Abbreviated Title for Banner (no more than 25 characters):</b>	<b>Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b>
<b>5. Number of Units:</b>	<b>Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)</b>
<b>6. Catalog Description:</b>	<b>Number of Units:</b>
	<b>Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</b>

**7. Mode of Instruction\*** (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2	Lecture	2	C2
Activity			Activity	1	C17
Lab			Lab		

**8. Grading Method:\***

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

**Grading Method:\***

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

**9. If the NP or CP grading system was selected, please explain the need for this grade option.**

**10. Course Requires Consent for Enrollment?**

- Yes  No
- Faculty  Credential Analyst  Dean

**Course Requires Consent for Enrollment?**

- Yes  No
- Faculty  Credential Analyst  Dean

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

**NEW INFORMATION:**

<input type="checkbox"/> Program/Department/Director/Chair	<input type="checkbox"/> Program/Department/Director/Chair
<b>11. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	<b>Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	<b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
<b>13. Prerequisite(s):</b>	<b>Prerequisite(s):</b>
<b>14. Corequisite(s):</b>	<b>Corequisite(s):</b>
<b>15. Documentation attached:</b> <input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No

If yes, please specify:

Master of Science in Speech-Language Pathology required course

**17. Does this course change impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed.  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

\_\_\_\_\_  
 Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature \_\_\_\_\_ Date \_\_\_\_\_



\_\_\_\_\_  
 Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

**18. Reason(s) for changing this course:**

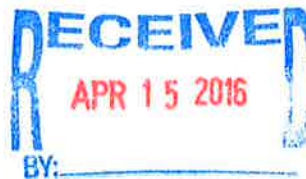
The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum to include more hands-on live and simulated lab experiences to bridge the gap between theory and practice. This course included a lab this Fall (2015) which was very successful. We are changing the mode of instruction to reflect the added lab component and ensure that the course is coded as it is being instructed.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Suzanne Moineau 2/29/16  
 1. Originator (Please Print) \_\_\_\_\_ Date \_\_\_\_\_  
 3/1/16  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_  
 Nancy C. Lopez 4/15/16  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
 Paul 4/15/16  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_





California State University  
SAN MARCOS

**EDSL 661: Disorders of Articulation and Phonology (3 units)**  
**Department of Speech-Language Pathology**  
**Fall 2014**  
**Wednesdays and Fridays 1:00 – 3:45 p.m. (August 25<sup>th</sup> – October 17<sup>th</sup>)**  
**Location: FCB 104**

**Professor: Alison R. Scheer-Cohen, Ph.D., CCC-SLP**  
**Office: UH 317**  
**Phone: (760) 750-7379**  
**E-Mail: [ascheer@csusm.edu](mailto:ascheer@csusm.edu)**  
**Office Hours: By appointment**

*Current*

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**Department of Speech-Language Pathology Mission Statement**

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

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**Program Student Learning Outcomes:**

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

## COURSE DESCRIPTION

Exploration of articulation and phonological disorders, resulting from a variety of etiologies. Introduction to evaluation tools, interpretation of results, and intervention methods. Includes theories of phonological development.

## STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Students will demonstrate knowledge and skills in phonetic transcription. **(Program Student Learning Outcome 1 & 2; ASHA Standard IV-B, IV-C, IV-D, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, & 4)**
2. Students will demonstrate knowledge of the nature of articulation and phonological development and its breakdown, current theories used to explain these processes, and prevention methods for such disorders. **(Program Student Learning Outcome 1, 2, & 3; ASHA Standard IV-B, IV-C, & IV-D; CTC Speech-Language Pathology Standard 1, 2, 3, & 4)**
3. Students will demonstrate knowledge and skills of assessment tools and techniques, proper administration of such tools, and appropriate evaluation, interpretation and write-up of assessment results. **(Program Student Learning Outcome 1, 2 & 3; ASHA Standard IV-B, IV-C, IV-D, IV-E, V-A, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, & 4)**
4. Students will demonstrate knowledge and skills in treatment techniques and procedures, evidence-based practice, planning, selecting and writing up appropriate treatment goals/plans and understanding how to administer such treatment. **(Program Student Learning Outcome 1, 2 & 3; ASHA Standard IV-B, IV-C, IV-D, IV-E, IV-F, V-A, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, 4, & 5)**

## GENERAL CONSIDERATIONS

### CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the

class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (24 hours with the exception of weekends). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Requirements for Professionalism**

#### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try

to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

### **Cell Phones and Texting:**

Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g., a sick child), please advise the instructor or supervisor before class or clinic.

### **Computers, Laptops, and Tablets:**

It is expected that all electronics will be used appropriately and respectfully (i.e., for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

### **Attentiveness:**

Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations:**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning

challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements:**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. Please see webpage for the GWAR rubric.

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **Required Text**

Bauman-Waengler, J. (2012). *Articulatory and Phonological Impairments: A clinical focus* (4<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Education Inc.

### **Required Supplemental Materials**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

### **Assignments**

1. Students will complete a consonant and vowel transcription packet, and pass (students must earn a minimum grade of B) a phonetics and phonological development quiz; graded by the instructor. **(Program Student Learning Outcome 1 & 2; ASHA Standard IV-B, IV-C, IV-D, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, & 4)**

***Vowel and Consonant Transcription Packets (Pass/Fail):** Phonetic transcription is a prerequisite for this course. A level of basic skills is assumed. Two transcription packets will be posted on Cougar Courses: One to review transcription of vowels and one to review transcription of consonants. The purpose of this assignment is to refresh the information taught*

previously in phonetics and also to determine areas in which the students may need to complete additional review.

***In-Class Quiz (20 points):*** An in-class quiz will be given to ensure that content related to phonetics and phonological development is learned. The instructor will provide more specific information related to exam questions during class.

2. Students will complete a project requiring: Summary of speech and language skills for a typically developing 2 – 4 year-old child; phonetic and syllable structure inventory; administration of an articulation test; collection of a language sample; and Communication Form and Function Matrix, in addition to a diagnostic report presenting and analyzing the results of the assessment; graded by the instructor. **(Program Student Learning Outcome 1, 2 & 3; ASHA Standard IV-B, IV-C, IV-D, IV-E, V-A, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, & 4)**

***Assessment Project (50 points):*** Students will work in groups of two to complete the following on a 2 – 4 year-old child: Summary of speech and language skills for a typically developing 2 – 4 year-old child (10 points); phonetic and syllable structure inventory; administration of an articulation test (according to the standardized procedures outlined in the test manual); collection of a 15-minute language sample to analyze Mean Length of Utterance and Type Token Ratio using SALT; and the Communication Form and Function Matrix. Students must score and/or analyze each formal and informal assessment measure and write a 2 – 3 page reflective paper (20 points). These papers should include a reflection of planning/preparing for the session; interaction with the child; behavior management; techniques/strategies; data collection; and scoring and analyzing/summarizing the results. Completed protocols must be submitted to the instructor (20 points). A diagnostic report outlining the results of the assessment will be completed as part of ESL 651 (Pass/Fail). Note: This project will be part of your portfolio.

3. Students will complete a project, requiring: review of an assessment of a child with an articulation/phonological disorder, including summarization of results, selection of treatment objectives (goals), literature review of appropriate, evidence-based practice treatment approaches to target the goals, and write-up of a lesson plan to target the deficits; graded by the instructor. **(Program Student Learning Outcome 1, 2 & 3; ASHA Standard IV-B, IV-C, IV-D, IV-E, IV-F, V-A, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, 4, & 5)**

***Treatment Case Study (50 points):*** Demonstrate intervention strategies planning based on the results of a pediatric case study that will be provided in class. Within the treatment plan, students will be expected to determine where to begin intervention, and develop appropriate goals based on assessment results. In addition, students will identify and write age-appropriate and functionally relevant materials as well as a script including a task analysis/hierarchy outlining how to modify each task to make it easier or more difficult based on the child's performance. Detailed rationale for goal choice and therapy method(s) (including a list of stimuli to use during therapy), in addition to references for evidence-based practice must be included.



4. Students will pass (students must earn a minimum grade of B) one examination based on information from the text, lecture and class discussion, as evidence of gained knowledge in the following areas: current theories and process of normal development of articulation/phonology; nature, causes, assessment and treatment of articulation/phonological disorders; and issues in articulation/phonology disorders for special populations; graded by the instructor. **(Program Student Learning Outcome 1, 2 & 3; ASHA Standard IV-B, IV-C, IV-D, IV-E, & IV-F; CTC Speech-Language Pathology Standard 1, 2, 3, 4, & 5)**

***Final Examination (50 points):** An in class exam will be given to ensure that theoretical content knowledge is understood. The instructor will provide more specific information related to exam questions during class.*

5. Students will be expected to demonstrate active participation in class discussions related to class lectures, readings, and supplementary materials, and will consist of, but will not be limited to normal development of articulation/phonology, assessment and treatment of abnormal articulation/phonology, and approaches to problem-based learning cases of people with disordered articulation/phonology. **(Program Student Learning Outcome 1, 2 & 3; ASHA Standard IV-B, IV-C, IV-D, IV-E, & IV-F; CTC Speech-Language Pathology Standard 1, 2, 3, 4, & 5)**

***Problem-Based Learning/Participation (Pass/Fail):** Students are expected to read each assignment (e.g., text chapters, supplementary materials) prior to attending class to facilitate relevant discussion and clarification of issues. Twice during the semester (i.e., midterm and final), performance will be evaluated across three dimensions: Frequency, quality, and communication.*

### Assignments and Exams

Total of 170 points:

Vowel and Consonant Transcription Packets	Pass/Fail
*Quiz	20 points
*Assessment Project	50 points
*Treatment Case Study	50 points
*Final Examination	50 points
Problem-Based Learning/Participation	Pass/Fail

***\*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.***

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will

demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive a B grade or better to demonstrate competency of the course content towards standards. Make-up assignments are at the discretion of the instructor. Final grades in a course for any student requiring remediation of a signature assignment will be weighted at the discretion of the instructor. If a student receives a B- on the make-up assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below a B- on the make-up assignment, s/he must retake the course and cannot earn a grade above a C. Grades will not be rounded.

## TENTATIVE SCHEDULE

*This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.*

<u>DATE</u>	<u>TOPIC</u>	<u>READING(S)</u>	<u>ASSIGNMENT(S)</u>
August 27	Review Syllabus/Introduction/ Phonetics/Phonetic Transcription	Chapters 1, 2, & 3	
August 29	Review Transcription Packets		Vowel and Consonant Transcription Packets
September 3	Theoretical Considerations	Chapter 4	
September 5	Phonological Development	Chapter 5	
September 10	Phonological Development	Kuhl (2004)	In-Class Quiz
September 12	Appraisal	Chapter 6	
September 17	Appraisal	Chapter 6	
September 19	Diagnosis	Chapter 8	
September 24	Treatment	Chapter 9	
September 26	Treatment	Chapter 10	
October 1	Treatment/Evidence-Based Practice	Evidence-Based Practice Article of Student's Choice	
October 3	Special Populations	Chapter 11	
October 8	Special Populations		
October 10	Phonological Awareness/Phonological Processing/Literacy	Bernthal, Bankson, Flipsen (2013): Chapter 12	Treatment Project
October 15	Catch Up Day/Final Exam Review		
October 17	Final Examination		Assessment Project

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California State University  
SAN MARCOS

*new*

**SLP 661: Disorders of Articulation and Phonology (3 units)**  
**Department of Speech-Language Pathology**  
**Fall 2015**  
**Mondays 11:30 a.m. – 1:20 p.m. and Fridays 9:00 a.m. – 11:45 a.m.**  
**Location: QUAD 102**

**Professor: Alison R. Scheer-Cohen, Ph.D., CCC-SLP**  
**Office: UH 317**  
**Phone: (760) 750-7379**  
**E-Mail: [ascheer@csusm.edu](mailto:ascheer@csusm.edu)**  
**Office Hours: By appointment**

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#### **Department of Speech-Language Pathology Mission Statement**

The mission of the Department of Speech-Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

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#### **Program Student Learning Outcomes:**

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

## **COURSE DESCRIPTION**

Exploration of articulation and phonological disorders, resulting from a variety of etiologies. Introduction to evaluation tools, interpretation of results, and intervention methods. Includes theories of phonological development.

## **STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Students will demonstrate knowledge and skills in phonetic transcription. **(Program Student Learning Outcome 1 & 2; ASHA Standard IV-B, IV-C, IV-D, & V-B; CTC Speech-Language Pathology Standard 1, 2, 3, & 4)**
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## **GENERAL CONSIDERATIONS**

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“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the

class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner (24 hours with the exception of weekends). Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Requirements for Professionalism**

#### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try

to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

### **Cell Phones and Texting:**

Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g., a sick child), please advise the instructor or supervisor before class or clinic.

### **Computers, Laptops, and Tablets:**

It is expected that all electronics will be used appropriately and respectfully (i.e., for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

### **Attentiveness:**

Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations:**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning



challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements:**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. Please see webpage for the GWAR rubric.

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **Required Text**

Bauman-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders: A clinical focus* (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Education Inc.

Additional required readings will be posted to Cougar Courses (see schedule on p. 8 of syllabus).

### **Required Supplemental Materials**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

### **Assignments**

Formative Quizzes/ Problem-Based Learning (PBL) Assignments: These are pass/fail assignments. Students must pass all quizzes and PBL assignments to pass the course. Quizzes and PBLs will be distributed throughout the course of the semester.

**Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standards 1 – 7**

Formative Skills Assessment: For a total of 10 weeks, your skills will be evaluated using the *Formative Skills Assessment Evaluation Rubric* (please see the rubric for grading distribution).

You may receive a maximum score of 14 points each week (total of 140 points across the 10 weeks). At the end of the semester, your score will be divided by 7 to equal 20% (i.e., 20 points) of your total grade. Students must pass this assignment to pass the course. **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – G; V-A & B; CTC Speech-Language Pathology Standards 1 – 7**

*Summative Case Studies:* (40 points each; 80 points). You will receive two summative case studies (i.e., midterm and final) that will incorporate knowledge across the SLOs for this course. **Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-B – F; CTC Speech-Language Pathology Standards 1 – 7**

### Assignments

Total of 100 points:

*Quizzes/PBL Assignments	Pass/Fail
*Formative Skills Assessment	20 points
*Midterm Summative Case Study	40 points
*Final Summative Case Study	40 points

***\*All assignments marked with an asterisk are signature assignments that reflect acquisition of knowledge and skills related to accreditation standards.***

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment; however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive an 80.00% or better to demonstrate competency of the course content towards standards. Remediation for signature assignments receiving 80.00% or less is at the discretion of the instructor. Final grades in a course are calculated on original submissions not remediation assignments. If a student receives an 80.00% or less on the remediation assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below an 80.00% on the remediation assignment, s/he cannot earn a grade above a C and must retake the course. The need to remediate multiple assignments within or across courses may result in a Statement of Concern. Grades will not be rounded.

## TENTATIVE SCHEDULE

*This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements.  
Any deviations to the course schedule will be announced to the class by the instructor via Cougar  
Courses and/or class lectures with fair notice.*

<b>DATE</b>	<b>TOPIC</b>	<b>READING(S)</b>	<b>ASSIGNMENT(S)</b>
Week of August 31 <sup>st</sup>	Phonetics/Phonetic Transcription Phonological Development	Chapters 1 – 5	
Week of September 7 <sup>th</sup>	Appraisal Diagnosis	Chapter 6 Goldstein & Iglesias (2001)	
Week of September 14 <sup>th</sup>	Appraisal Diagnosis	Chapter 7 Ingram & Ingram (2001) Shriberg & Kwiatkowski (1994)	
Week of September 21 <sup>st</sup>	Goal Writing Trial Therapy	Chapter 9	
Week of September 28 <sup>th</sup>	Goal Writing Trial Therapy	Chapter 10	
Week of October 5 <sup>th</sup>	Data Collection		
Week of October 12 <sup>th</sup>	Toddler and Preschool Screenings		
Week of October 19 <sup>th</sup>	Review/Catch-Up		Midterm Summative Case Study
Week of October 26 <sup>th</sup>	Introduction to Schools Observation Language Sampling and Narratives	Lewis & Freebairn (1992)	
Week of November 2 <sup>nd</sup>	Oral Mechanism Examination Goal Writing Trial Therapy		
Week of November 9 <sup>th</sup>	Goal Writing Trial Therapy		
Week of November 16 <sup>th</sup>	Teacher Observation		
Week of November 23 <sup>rd</sup>	Evidence-Based Practice	Baker & McLeod (2011a)	
Week of November 30 <sup>th</sup>	School-Age Screenings Guest Lecture: Jennifer Taps Richard (SDUSD)		
Week of December 7 <sup>th</sup>	School-Age Screenings		
Week of December 14 <sup>th</sup>	Review/Catch-Up		Final Summative Case Study