

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017
2. Current Course abbreviation and Number: SLP 461 <i>Speech Development & Disorders</i>	

TYPE OF CHANGE(S). Check ☒ 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 checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input 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 (☒) above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title:	Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters):	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
5. Number of Units: 3	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
6. Catalog Description:	Number of Units: 2 <input checked="" type="checkbox"/>
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 <u>not</u> count toward the 80-word limit.)	

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)
Lecture	3	C2
Activity		
Lab		

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity		
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
☐ Program/Department/Director/Chair

Course Requires Consent for Enrollment?

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

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

CURRENT INFORMATION:

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

Required for the BS in SLP

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 _____ Signature _____ Date _____ Support _____ Oppose _____

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:

A recent report issued from the American Speech-Language Hearing Association related to recommendations on undergraduate education in speech-language pathology has suggested a broadening of curriculum within the field. As part of ASHA's recommendations, they suggested having a varied coursework that includes interdisciplinary content. The units from this course will be used to introduce the students to develop a capstone course. This content is covered extensively in the master's program and it was felt that the 1 unit would be best served in other others.

SIGNATURES : (COLLEGE LEVEL) :

Suzanne Moineau 3/11/16

1. Originator (Please Print) _____ Date _____

2. Program Director/Chair _____ Date _____

3. College Curriculum Committee _____ Date _____

4. College Dean (or Designee) _____ Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



old

CALIFORNIA STATE UNIVERSITY SAN MARCOS
DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY

COURSE: SLP 461 (3 units)-Speech Development and Disorders
Summer-3 Date and Time TBD
Location: TBD

Professor: TBD
Phone: TBD
E-Mail: TBD
Office: TBD
Office Hours: TBD

Department of Speech Language Pathology Mission Statement

The Department of Speech Language Pathology holds paramount both the mission statements of the University and of the College of Education, Health and Human Services. Its own mission is to prepare thoughtful practitioners and advance clinical and research practices through a comprehensive education in basic human communication processes, which trains students in the prevention, assessment, and treatment of communication disorders across the lifespan.

COURSE DESCRIPTION

SLP 461 Speech Development and Disorders: Applies knowledge of articulation and phonological development to the assessment and intervention of children with speech delay/disorder. Covers theoretical constructs relevant to how we conceptualize developmental speech disorders, explores assessment issues and procedures, and reviews current evidence-based intervention approaches.

Course Prerequisites: SLP 391 Phonetics and Phonology for the Speech Language Pathologist

Textbook: .

Bernthal, J.E., Bankson, N., & Flipsen, P. (2009) Articulation and Phonological Disorders, 6/E

ISBN-10: 0205569269

ISBN-13: 9780205569267

Student Learning Outcomes:

- 1) Students will explain typical speech development in terms of typical articulatory and phonological processes

- 2) Students will explain the theoretical constructs underlying speech errors due to dysarthria, apraxia, and developmental disorders.
- 3) Students will begin to learn and practice current assessment procedures
- 4) Students will review and identify appropriate evidence based treatment

Department of Speech Language Pathology Attendance Policy

Due to the dynamic and interactive nature of courses in the Department of Speech Language Pathology, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, 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 within one week of the beginning of the course.

Course Requirements

Research Paper: (100 Points) Write a paper (minimum 2500 words) that examines the relationship between oral language development and literacy throughout development. Choose a developmental communication disorder to profile within your paper. Discuss the language and literacy deficits that could be seen within this population. Discuss clinical implications related to the field of Speech-Language Pathology

Midterm Examination (100 points)

Final Examination: (100 points)-Cumulative exam

Total Points – 300

Grading Standards

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments

must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy 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		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

4 = A = 95 points = exceeds standards

3 = B = 85 points = meets standards

2 = C = 75 points = approaching, but does not meet standards

1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

All University Writing Requirements

Every course at the university must have a writing requirement of at least 2500 words. Your quizzes, examination, and papers will be used to satisfy this requirement.

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.

Tentative Schedule/Course Outline

Date	Topic	Readings/ Assignments
Session 1	Introduction and Review Syllabus	
Session 2	Speech, Language, Literacy and Communication	Chapter 2
Session 3	Language Literacy Related Systems	Chapter 3
Session 4	Policies and Practices	Chapter 4
Session 5	Primary Disorders in Language and Literacy	Chapter 5
Session 6	Infant-Toddler Assessment	Chapter 8
Session 7	Infant-Toddler Intervention	Chapter 9
Session 8		Midterm
Session 9	Preschool Assessment	Chapter 10
Session 10	Preschool Intervention	Chapter 11
Session 11	School Ages Assessment	Chapter 12
Session 12	School Aged Intervention	Chapter 13
Session 13	Special Populations	Chapter 14
Session 14	Review Session	Research Paper Due
Session 15	Final Exam	

new

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DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY

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