State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology  College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
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</thead>
</table>

Action
- [ ] Course  [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete
- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

Credit
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency
- [ ] Every Term
- [ ] Yearly
- [ ] Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

[ ] Library resources are adequate  [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

SLPA 6708 Advanced Articulation and Phonological Disorders 3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Advanced articulation and phonological disorders is designed to offer students information, and practice in gaining clinical skills in speech-language pathology techniques for intervention with difficult-to-manage articulation/phonological disorders in schools or other clinical settings. Prior clinical practice and successful completion of an undergraduate/introductory course in articulation/phonology are required as pre-requisites for this course.

Prerequisite(s) Admission to Teacher Education; SLPA 3760 or equivalent; advisor permission.

Present or Projected Enrollment: 25 (Students per year)

Effective Date*: Fall 2005

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

[Signature]
Department Chair
Date

[Signature]
Department Chair (if cross listed)
Date

[Signature]
Dean of College
Date

[Signature]
Dean of College (if cross listed)
Date

Chair of TEAC (if teacher prep. program)
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
All courses in the SLPA program are being modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) application process. For purposes of the ASHA application process, all courses will contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). This course was changed in the following manner:

- Advanced Articulation and Phonological Disorders has been taught for the last four years under the course number and name SLPA 6985 Special Topics, a number and name reserved for courses offered in response to current trends/developments in the Speech-Language Pathology profession. We will now offer Advanced Articulation and Phonological Disorders as a regular part of degree requirements, with a newly assigned course number.
SLPA 6708

ADVANCED ARTICULATION
AND PHONOLOGICAL DISORDERS

Semester Hours 3

Semester/Year: Fall, 2005

Instructor: Debra M. Dwight, Ed.D., C.C.C. - SLP
Contact: Department of Special Education and Speech-Language Pathology
128 Education Annex
State University of West Georgia
Carrollton, GA 30118

Office Location: 128 Education Annex

Office Hours: M 2:30-5:00; T 4:00-5:15; W 2:30-5:00; TR 9:30-1:30;
F By appointment

Telephone: (678) 839-6171 (O); (770) 502-1632 (H)

FAX: (678) 839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; SLPA 3760 or equivalent; advisor permission

Advanced articulation and phonological disorders is designed to offer students information, and
practice in gaining clinical skills in speech-language pathology techniques for intervention with
difficult-to-manage articulation/phonological disorders in schools or other clinical settings. Prior
clinical practice and successful completion of an undergraduate/introductory course in
articulation/phonology are required as pre-requisites for this course.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which
programs, courses, experiences and outcomes are created. By incorporating the theme
"Developing Educators for School Improvement", the College assumes responsibility for
preparing educators who can positively influence school improvement through altering
classrooms, schools, and school systems (transformational systemic change). Ten descriptors
(decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive,
empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual
framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**LEARNING OUTCOMES**

**Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)**

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

Students will:

1. describe the developmental, linguistic, and psychological aspects of communication effectiveness in relation to articulatory and phonological skills (Pena-Brooks & Hedge, 2000);
   *(ASHA KASA Standard III-B; Knowledgeable; Reflective; NBPTS 5)*

2. compile information packets regarding etiologies and characteristics of poor intelligibility in school and hospital client populations (Bauman-Waengler, 2004);
   *(ASHA KASA Standard III-C; Knowledgeable; NBPTS 1, 2)*

3. compile information packets regarding prevention of articulation and phonology disorders among school and hospital client populations (Bauman-Waengler, 2004);
   *(ASHA KASA Standard III-D; Knowledgeable; NBPTS 1, 2)*

4. select articulatory/phonological assessments applicable to a wide-range of clients in speech impaired programs (Bauman-Waengler, 2004);
5. demonstrate skills in a selected articulatory/phonological intervention techniques designed to enhance professional effectiveness with particular clients (Bauman-Waengler, 2000); and (ASHA KASA Standard III-B, III-C, III-D; Decision Makers; Lifelong Learners; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 1, 2, 3)

6. identify cultural considerations in designing and implementing articulatory/phonological programs (Bauman-Waengler, 2004). (ASHA KASA Standard III-B, IV-G; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of the course is to help candidates learn the more challenging articulation/phonological intervention techniques or programs of the profession. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession for articulation and phonological disorders intervention (assignments 3, 4, 5), leadership: guiding preventative, assessment and intervention directions in the profession (assignments 3, 4, 5), lifelong-learning: promoting skills for continual scrutiny of professional treatments options for severe articulation/phonological disorders (assignments 3, 4, 5), adaptive: changing trends and directions as dictated by research-based findings for articulation and phonological disorders (assignments 3, 4, 5), collaboration: working with peers to help determine best practices and trends for serving articulation and phonological clients (assignments 4, 5), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignments 2, 3, 4, 5), empathetic: understanding and accepting the individual and group needs related to treatment (assignment 3, 4, 5.), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignments 1, 2, 3, 4, 5), proactive: able to accurately predict implications for future intervention strategies in the profession (assignment 3), and reflective: using research findings to appropriately guide daily practice in serving articulation and phonological clients (assignments 1, 2, 3, 4, 5).

Assignments:

1. **Exam.** Students will take a midterm exam covering all components of the course to that time and will focus on the development of a treatment flow chart to illustrate articulation/phonological therapy progressions. *(20% of final grade)*
   Learning Outcomes 1-6.

2. **Case Study.** Students will conduct an in-depth case study of one child or adult with an articulatory/phonological disorder. Case study is to include (1) brief case history, (2) statement of diagnosis, (3) history of treatment options, (4) your intervention plan for the client, (5) analysis of intervention results, (6) your prescriptions for what should be done next for this client. *(20% of final grade)*
   Learning Outcomes 4, 6.

3. **Research Review.** Students will review 10 recent journal articles (articles written within the past five years), summarize and report findings. Format for article reviews will be provided under separate cover. *(10% of final grade)*
   Learning Outcomes 1-6.

4. **Workshop Presentation.** Students will work together to present a workshop on a pre-selected therapy technique. Workshops will include the full processes from advertising to evaluation of the workshop and will include materials and presentation formats to address auditory, visual, and tactile/kinesthetic learners. *(25% of final grade)*
   Learning Outcomes 4, 5, 6.
5. **Video Presentation.** Students will conduct a therapy session illustrating skills in a pre-selected therapy technique. Videotaped presentation will include the full processes of therapy from introduction and rapport for the session to evaluation of the session. A three minute segment of the session will be presented to the class on the due date for submitting the videotape. *(25% of final grade)*

Learning Outcomes 4, 5, 6.

**Evaluation Procedures:**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Exam</td>
<td>-</td>
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<tr>
<td>Case study</td>
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<tr>
<td>Research review</td>
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<tr>
<td>Workshop presentation</td>
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<td>Video presentation</td>
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**Grading Policy:**

- **A** = 90-100% for final grade
- **B** = 80-89% for final grade
- **C** = 70-79% for final grade
- **F** = Below 70% for final grade

**CLASS POLICIES**

1. **Participation.** Each student is expected to read assigned material prior to class and participate in class discussions.

2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Written work done outside of class on for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless otherwise specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**

5. In **ALL** work, use **person-first language** to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).
6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).

8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide for the correct method to cite other authors’ work.

9. Work submitted late will receive a 10-point reduction from the earned grade.

**CLASS SCHEDULE**

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<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, orientation, expectations</td>
<td>Ch 1, lecture</td>
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<tr>
<td>Week 2</td>
<td>Anatomy of articulation and phonology</td>
<td>Ch 1, lecture, discussion, activity</td>
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<tr>
<td>Week 3</td>
<td>Perspectives in articulation/phonology</td>
<td>Ch 2, discussion, activity</td>
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<tr>
<td>Week 4</td>
<td>Development of articulation/phonology</td>
<td>Ch 3, lecture, activity</td>
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<tr>
<td>Week 5</td>
<td>Assessment of articulation and phonology</td>
<td>Ch 6, lecture, discussion</td>
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<td><strong>JOURNAL REVIEWS DUE</strong></td>
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<td>Week 6</td>
<td>Traditional approach to therapy</td>
<td>Ch 8, lecture, discussion</td>
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<td>Week 7</td>
<td>Data collection in therapy</td>
<td>Ch 4, lecture, activity, discussion</td>
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<td>Variable in articulation and phonological performance</td>
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Week 8  | Multiphonemic approach  | Ch 8, lecture, discussion, activity
**MIDTERM EXAM**  | Multiple choice and short essay  | in class: (Chs. 1, 2, 3, 4, 6; handouts, lecture, notes, activities)

Week 9  | Ethno cultural impacts on therapy | Ch 5, lecture, activity

Week 10 | Linguistic strategies for therapy | Chs. 7, lecture, discussion, activity

Week 11 | Apraxia and dysarthria other considerations | Ch. 8, lecture, discussion, activity

Week 12 | Overview: Four specific Therapy techniques | Chs. 7, 8, lecture, activity
**CASE STUDY PRESENTATIONS**

Week 13 | Overview: Four Therapy techniques (continued) | Chs. 7, 8, lecture, activity

Week 14 | **THANKSGIVING HOLIDAYS** - NO CLASS | 

Week 15 | **VIDEO PRESENTATIONS DUE** (3 MINUTES EACH) **WORKSHOP PRESENTATIONS** | Chs. 7, 8, lecture, activity

Week 16 | **WORKSHOP PRESENTATIONS** | Chs. 7, 8, lecture, activity

**FINAL AS SCHEDULED** | **COMPREHENSIVE** |

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.