

13-166  
 LSC: APP-4/10/14  
 UWUCC: APP-4/15/14  
 Senate: APP-4/29/14

**REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION**

**TYPE II DEPARTMENT COMMITMENT**

Professor: Dr. Jill L. Brady

Department: Special Education and Clinical Services (Speech Pathology and Audiology Program)

Email jill.brady@iup.edu

Course: SPLP 406 Clinical Management of Articulation and Language Disorders

Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Approvals:	Signature	Date
Professor (s)		
Department Chair	<i>Janice Baker</i>	2/14/14
College Dean	<i>Paul D. Williams</i>	3/4/14
Director of Liberal Studies	<i>Dr. P. [unclear]</i>	4/10/14
UWUCC Co-chair(s)	<i>Gail Schriest</i>	4/15/14

Received  
 APR 9 2014  
 Liberal Studies

Received  
 MAR 5 2014  
 Liberal Studies

## TYPE II DEPARTMENT COMMITMENT

Professor Jill L Brady Department Special Education and Clinical Services

1. Include the most recent syllabus for the Type II course.

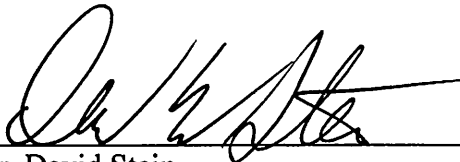
Please, see attached.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

The Speech-Language Pathology and Audiology program within the Department of Special Education and Clinical Services is committed to offering SPLP 406: Clinical Management of Articulation and Language Disorders as a writing intensive (W) course. The program will assume responsibility for ensuring that any faculty member assigned to teach this course will abide by the syllabus, use the same or equivalent writing assignments, and be familiar with current theory and practice in writing-across-the-curriculum.

The program director will meet on an annual basis with the instructors of any W-designated courses to discuss the W-designation offerings and the manner in which writing intensive nature of the course will be supported.

The only faculty member who currently teaches SPLP 406 is Dr. Jill Brady. If Dr. Brady is unable to teach this course, the program director would assign this course to a person who would be willing to teach in the prescribed "W" format.



Dr. David Stein  
Program Director  
Speech-Language Pathology and Audiology



Dr. Janice Baker  
Department Chairperson  
Department of Special Education and Clinical Services

1. **Attendance and Class Participation** is expected at all lectures. It is also expected that you consistently come to class on time. You should inform the instructor if you plan to miss class so that arrangements can be made to make up any in-class work. You are responsible for getting notes that you missed during an absence from your classmates.
2. **Norm-referenced test administration and reflection (50 points)**  
Students will select one of five commonly-used norm-referenced assessment tools, and will administer and score the test. Following this, students will complete answer a set of questions about the test, and their experience. A complete description of this assignment is provided in the course packet.
3. **Presentations/demonstrations of norm-referenced assessment tools (in class; 10 points)**  
In groups, students will provide a summary of the norm-referenced assessment tool that they selected for Assignment 2, and will demonstrate administration of one subtest from that instrument.
4. **Mock Staffing (50 points)**. Students will be assigned to gather data about a pediatric or adult client at IUP Speech and Hearing Clinic. Each student will review the client's case history, conduct a minimum of four observations of the client, and will review a relevant peer-reviewed research article. Following this, the student will lead a mock staffing concerning the client, their goals and remediation plan. A complete description of this assignment is provided in the course packet.
5. **Language Sample Analysis using SALT (in class)**  
Students will complete an in-class workshop on speech sample analysis and use of the SALT program. Following these workshop, students will complete a guided worksheet that they will use to analyze a language sample. The language sample will be provided.
6. **Clinical Problem Solving (80 points total)**. Students will complete three take-home clinical problem solving activities, which are described in the course packet.
7. **Midterm and Final Examination (50 points each)** will consist of multiple choice and short answer essay questions and will be completed in class.

#### **OTHER REQUIREMENTS:**

1. **Written assignments:** All written assignments must be submitted in class on the date in which the assignment is due. Handing in assignments early will only be permitted in the case of absence, and with the instructor's prior permission.
2. **Late assignments:** Assignments that are handed in late will result in a point deduction. The following guidelines apply to the % of points deducted.  
**Less than 24 hours late** – 5% of total points deducted  
**One to three days late** – 10% of points deducted  
**More than three days late** – 20% of points deducted

**Example:** If the norm-referenced test administration assignment were handed in the day after it was due (within 24 hours),  $50 (.05) = 2.5 = 2$  points would be deducted. The following day, 5 points would be deducted.

- Format:** The Norm-Referenced Assessment Tool Administration & Reflection, the Mock Staffing Assignment, Clinical Problem Solving #2 (both draft and final version), and Clinical Problem Solving #3 must be typed. The text should be double-spaced and in 12-point font.

### CHEATING AND PLAGIARISM:

All members of Indiana University of Pennsylvania are expected to have academic integrity and honesty, free from fraud and deception. Violations of academic integrity includes, but is not limited to cheating, facilitating acts of academic dishonesty by others, and unauthorized prior possession of examination. Copying someone else's answers or allowing someone else to copy your answers is cheating. Taking someone else's words or ideas and calling them your own is plagiarism. Cheating and plagiarism on an assignment will be cause for a zero on that assignment.

### GRADES:

Norm-referenced test administration and reflection	50 points
Presentation/demonstration of NR assessment tool	10 points
Mock staffing	50 points
Clinical Problem Solving 1	20 points
Clinical Problem Solving 2 (draft)	10 points
Clinical Problem Solving 2 (final version)	30 points
Clinical Problem Solving 3	20 points
Midterm Examination	50 points
Final Examination	50 points

### GRADING SCALE:

A	266-290 points (92%-100%)
B	243-265 points (84%-91%)
C	220- 242 points (76%-83%)
D	197-219 points (68%-75%)
F	below 197 points (below 68%)

### TENTATIVE LECTURE SCHEDULE:

This syllabus is offered as a guideline to the lectures. The instructor reserves the right to make changes in topics and/or dates as necessary. Additional readings may also be assigned.

Date	Topic
1/28	Introduction to Course Principles of Assessment
1/30	Principles of Assessment

2/1	Principles of Assessment
2/4	Principles of Assessment
2/6	Principles of Assessment
2/8	Principles of Assessment <b>Clinical Problem Solving #1 due</b>
2/11	Presentation/demonstration of NR assessment tools <b>NR test reflection and administration due</b>
2/13	Clinical Report Writing
2/15	Clinical Report Writing
2/18	Principles of Intervention
2/20	Principles of Intervention <b>Mock Staffing Presentations 1 &amp; 2</b>
2/22	Principles of Intervention
2/25	Disorders of Speech Sound Production <b>Mock Staffing Presentations 3 &amp; 4</b>
2/27	Disorders of Speech Sound Production
3/1	Disorders of Speech Sound Production
3/4	Disorders of Speech Sound Production <b>Mock Staffing Presentations 5 &amp; 6</b>
3/6	Disorders of Speech Sound Production
3/8	Craniofacial Anomalies, Apraxia of Speech, and Cerebral Palsy
3/11	Clinical Report Writing and Editing (Case Managements) <b>Clinical Problem Solving #2 <u>draft</u> due</b>
3/13	Clinical Report Writing and Editing (Case Managements) <b>Mock Staffing Presentations 7 &amp; 8</b>
3/15	<b>Midterm Exam</b>
3/18	<b>SPRING BREAK</b>
3/20	<b>SPRING BREAK</b>
3/22	<b>SPRING BREAK</b>
3/25	Language Development: Monolingual and Bilingual
3/27	Language Sample Analysis and SALT workshop
3/29	Language Sample Analysis and SALT workshop <b>Clinical Problem Solving #2 <u>final version</u> due</b>
4/1	<b>Mock Staffing Presentations 9, 10, 11, &amp; 12</b>
4/3	<b>No Class – PSHA Convention</b>
4/5	<b>No Class – PSHA Convention</b>
4/8	Language and Children with Learning Disabilities <b>Mock Staffing Presentations 13 &amp; 14</b>
4/10	Language and Children with Learning Disabilities
4/12	Language and Children with Learning Disabilities
4/15	Language and Children with Intellectual Impairments <b>Mock Staffing Presentations 15 &amp; 16</b>
4/17	Language and Children with Intellectual Impairments
4/19	Language and Children with Intellectual Impairments <b>Mock Staffing Presentations 17 &amp; 18</b>

4/22	Language and Children with Emotional, Sensory, and Physical Impairments <b>Mock Staffing Presentations 19 &amp; 20</b>
4/24	Language and Children with Emotional, Sensory, and Physical Impairments
4/26	Presentations of Clinical Problem Solving #3 <b>Clinical Problem Solving #3 due</b>
4/29	<b>Mock Staffing Presentations 21, 22, 23, &amp; 24</b>
5/1	Pediatric Traumatic Brain Injury
5/3	Language Disorders in Adults
5/6	Language Disorders in Adults <b>Mock Staffing Presentations 25 &amp; 26</b>
5/8	Language Disorders in Adults
5/10	Language Disorders in Adults
Week of 5/13- 5/17	<b>Final Examination</b>