

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Speech-Language Pathology and Audiology
Suggested 20 Character Course Title: SP-LANG PATH & AUD
Department: Special Education & Clinical Services
Contact Person: Nelson Bormann

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Nelson Bormann
Department Curriculum Committee

Department Chairperson

[Signature]
College Curriculum Committee

[Signature]
College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

PROPOSAL TO MODIFY
THE
UNDERGRADUATE AND GRADUATE CURRICULA
IN THE
SPEECH-LANGUAGE PATHOLOGY PROGRAM

DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL SERVICES

NOTE TO THE UWUCC: This proposal for changes involves both the undergraduate and graduate curricula. The proposed changes that directly affect the undergraduate curriculum of the Speech-Language Pathology (SLP) Program are found starting on the following pages:

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NOTE TO THE GRADUATE COMMITTEE: This proposal for changes involves both the undergraduate and graduate curricula. The proposed changes that directly affect the graduate curriculum of the Speech-Language Pathology (SLP) Program are found starting on the following pages:

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Proposal to Modify the Undergraduate and Graduate Curricula in the Speech-Language Pathology Program

EXPLANATION AND JUSTIFICATION

As a discipline matures and adjusts to the requirements of society, it often experiences an upgrading of standards of performance and preparation. Speech-Language Pathology is at that point in its history. The changes described in this proposal were stimulated by professional and societal demands to continue the development of the profession. The purpose and need of the degree remain unchanged; the pattern and emphases within have been modified.

There are two intertwined changes requested in this proposal:

- 1.) The pattern of course work across the undergraduate (B.S.Ed.) and the graduate degree (M.S.) will be integrated into a coherent, ongoing sequence of academic and clinical experiences.
- 2.) The student will not be eligible for state or national certification or licensing until the M.S. degree has been granted. The teaching certificate granted by the PA Department of Education, the license granted by the PA Dept of State, and the national certificate awarded by the American Speech-Language-Hearing Association (ASHA) will be available only to persons who have earned the M.S. degree.

These changes are consistent with the federal regulations in PL 99-457, the standards being enforced by school districts in the Commonwealth, the PA licensing laws, and the accreditation and certification standards of ASHA. IUP has a nationally accredited program in Speech-Language Pathology.

These modifications will put us in line with the programs of all other ASHA accredited programs in the state; Pittsburgh, Temple, Penn State, Bloomsburg, Clarion, and Edinboro. Furthermore, we will be able to easily continue to meet the changes in accreditation standards and ensure that our students continue to meet all standards for certification and licensure. In our profession, students who are not graduates of accredited programs will not be eligible for the national certificate after January 1, 1994. Consequently, we have an obligation to constantly improve the program to protect our graduates by maintaining our accreditation.

The undergraduate program will be strengthened by a new emphasis on liberal studies and basic preprofessional courses in the discipline. By shifting clinical experiences to the graduate level, we are opening the equivalent of one semester of courses to the student to use for free electives in liberal studies of his/her choice. The student who meets the entrance standards for graduate studies will also be introduced to the clinical responsibilities of the profession to help them make an informed decision about their future. Course work in educational pedagogy will be scheduled for those who wish to obtain a teaching certificate at the conclusion of their M.S. program.

The graduate program will become a rigorous academic and clinical program to prepare the students for multiple professional options. In addition to more extensive course work, the student will obtain more clinical experience in diverse work environments through specialized practicum courses and internships. We will be able to better adhere to the principle that appropriate professional coursework will precede or be concurrent with clinical experiences in specific communication disorders.

Bachelor of Science in Education—Speech-Language Pathology and Audiology

Completion of the sequence of courses in Speech-Language Pathology and Audiology serves as a pre-professional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1) IUP is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure. 2) National certification, state licensure and Pennsylvania Department of Education Certification in Speech-Language Impaired are based on the master's program. 3) Students will need to project a minimum QPA of 3.0 to qualify for admission to most graduate schools. 4) Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings. 5) Students who elect to prepare for certification in Speech-Language Impaired from the Pennsylvania Department of Education must successfully complete the College of Education Requirements listed below prior to enrollment in the Masters of Science degree in the Speech-Language Pathology program at IUP as well as the education track requirements in the Master's of Science in Speech-Language Pathology.

The University Speech and Hearing Clinic serves as the laboratory for undergraduate clinical practicum. Prior to registration for the clinical practicum course (SH 420), students must earn a minimum QPA of 3.0 and complete the following hours of observation through enrollment in ED 242 and ED 342:

- A. 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology.
- B. 20 hours of classroom observation
 1. Five hours in regular education classroom, K-3
 2. Five hours in special education classrooms
 3. Five hours in regular education classrooms with integrated special students
 4. Five hours in community facilities such as preschools, sheltered workshops, etc. Services in this category should be of a noneducational, nonspeech pathology type.

Liberal Studies: As outlined in Liberal Studies section with the following specifications. 54-55

Mathematics: MA 217
Social Science: PC 101
Natural Science: Laboratory science sequence required
(BI 103-104 recommended)
Liberal Studies electives: no course with SH prefix
PC 310 recommended

College (*): The following are required ONLY for students electing the teacher education track: 13

CM 301 Technology for Learning Instruction	3 sh
ED 442 School Law	1 sh
EP 202 Educational Psychology	3 sh
FE 202 American Education in Theory and Practice	3 sh
SH 312 Organization & Administration of Speech & Hearing Programs	3 sh

Major: 38-41

Required Courses:

ED 242 Pre-Student Teaching I	1 sh
ED 342 Pre-Student Teaching II	1 sh
EX 120 Introduction to Exceptional Persons	3 sh
EX 362 Psychology of Reading in Language Processing	3 sh
SH 111 Introduction to Communication Disorders	3 sh
SH 122 Clinical Phonology	3 sh
SH 222 Introduction to Audiology	3 sh
SH 242 Speech Science I	3 sh
SH 251 Anatomy & Physiology of the Speech & Hearing Mechanism	3 sh
SH 311 Aural Rehabilitation	3 sh
SH 334 Language Development	3 sh
SH 342 Speech Science II	3 sh
SH 406 Articulation & Language Disorders	3 sh
SH 408 Stuttering & Voice Disorders	3 sh

Optional:

SH 20 Speech Clinic	3 sh
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Free Electives: ED 499 recommended

Non-education Track	28-32
Education Track	15-19

TOTAL DEGREE REQUIREMENTS: 124 sh

(*) See requirements leading to teacher certification in the catalog section of Academic Policies "Admission to Teacher Education"

SUMMARY OF CHANGES - UNDERGRADUATE CURRICULUM

1. Add New Courses:

a. SH 342 Speech Science II

This course previously was taught at the graduate level. As we wish to operate on the principle that basic science and courses stressing normal speech and language function are taught prior to courses dealing with communication disorders, we choose to teach this at the undergraduate level prior to graduate courses dealing with communication disorders.

2. Delete Courses

a. SH 314 Assessment of Speech and Language Disorders

This course will now be offered at the graduate level to assure that basic science courses precede the study of the assessment of disorders.

Walter Jackson

3. Name Change

a. SH 111 Fundamentals of Speech and Hearing to SH 111 Introduction to Communication Disorders

Rationale: This course introduces the student to the field of communication disorders. It does not stress normal fundamentals of speech and hearing.

b. SH 122 Phonetics to SH 122 Clinical Phonology

This name change reflects course content more accurately.

c. SH 242 Introduction to Speech Science to SH 242 Speech Science I

This name change is made to make the sequence of Speech Science I and Speech Science II obvious to the student.

4. Number Change

a. SH 234 Language Development to SH 334 Language Development

b. SH 306 Articulation and Language Disorders to SH 406 Articulation and Language Disorders.

c. SH 308 Stuttering and Voice Disorders to SH 408 Stuttering and Voice Disorders

d. SH 320 Speech Clinic to SH 420 Speech Clinic

These number changes reflect that these courses will be taken at the indicated level.

Walter Jackson

5. Course Revisions

a. SH 111 Introduction to Communication Disorders

This course will become a survey of the field of Communication Disorders. It will not stress the fundamentals of normal speech and hearing processes. The revision reflects the recent changes in the discipline and addition of multicultural concepts.

b. SH 122 Clinical Phonology

This revised course will include clinical applications of phonology to disorders of speech and language as well as the customary emphasis on the International Phonetic Alphabet.

6. Prerequisite Change

SH 420 Speech Clinic

Prerequisites: ED 242, ED 342, QPA of 3.0+, all major courses, Program Director's permission

Students who plan to become professional speech-language pathologists, must earn a master's degree to obtain professional and state licensure and certification. A 3.0 is currently required for admission to most graduate speech-language pathology programs. Students who cannot meet the standards for admission to graduate programs should not be providing speech and language services. This course then becomes optional within the major.

7. Policy Change

~~The departmental supplemental standard to the Teacher Candidacy Four Step Process which requires a 2.5 QPA to enroll in 300 and 400 level courses is extended to apply to non-teacher certification speech-language pathology majors.~~

8. Change in the Professional Education Core

Delete EP 377 Educational Tests and Measurements

Students currently have the option of taking EP 377 Educational Tests and Measurements or MA 217 Probability and Statistics. The content of EP 377 addresses assessment more specifically for the classroom teacher. SLP students will learn assessment procedures and interpretation specifically to speech and language disorders in SH 604 Diagnostic Methods, meeting PDE and ASHA standards.

9. Change of L.S. Requirements

Mathematics Requirement: Change MA 217 Probability and Statistics, Recommended to MA 217, REQUIRED

The content of MA 217 is important for interpretation of professional instruments and research.

10. Change in required course in EX

Change the requirement of EX 120 Introduction to Exceptional Persons or EX 300 Education of the Exceptional in the Regular Classroom TO EX 120 Introduction to Exceptional Persons (only)

The course content of EX 120 Introduction to Exceptional Persons more specifically meets the needs of majors in Speech-Language Pathology.

11. Change in Student Teaching Requirement

ED 441 Student Teaching will not be required at the undergraduate level. For those SLP majors choosing to be certified for employment in the public schools, student teaching will be required at the graduate level. The new graduate course for pre-professional experience in the public schools will be SH 698 Internship in the Public Schools.

Since the SLP Program, with its undergraduate and graduate curricula, will become a certifying program at the Masters Degree level, it is appropriate to move the student teaching from the undergraduate level to the graduate level.



Curricular Offering/Change Authorization

Please Check One For Each Form

List only one entry per form.
Submit this form to College Dean.

- New Course Addition
- Course Deletion
- Course Number Change
- Course Descriptive Title Change
- Semester Hours Change

Special Education & Clinical Services

Department

MINOR GRADUATE CURRICULUM REVISION

- Undergraduate
- Graduate

Please list below the full information requested for the course to be added/dropped or changed.

Action	Dept.	Number	Descriptive Title	Semester Hours	Remarks
Add					
Drop					
Change From					
To					

My signature on this form signifies that I, or the approving agency which I chair on the following date approved the inclusion/deletion or changes listed above to the appropriate Master Course File:

Sign and route as follows:

1. Scheduling - White
2. Chairperson - Canary
3. College Dean - Green
4. Chair Curriculum Committee - Pink

Christine K. Miller _____ Date 10/16/92
 Chairperson
John C. [Signature] _____ Date 10/16/92
 Dean of College

Chairperson of Curr. Comm/Grad Council

Date

Graduate Catalog Description

Speech-Language Pathology

The Speech-Language Pathology program culminates in a Master of Science Degree. IUP is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for the Pennsylvania Licensure in Speech-Language Pathology, and for the Pennsylvania Department of Education Certificate in Speech and Language Impaired. The tripartite role is fulfilled by completion of all the course requirements for the B.S.Ed. and the M.S. degrees. Consequently, applicants who do not meet all of the undergraduate requirements will be asked to complete the significant majority of the deficiencies before registering for graduate courses. Workshops are not to be considered applicable for degree requirements. The thesis option is available with approval of the adviser.

Master of Science in Speech-Language Pathology

Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. A minimum of 48-51 semester hours is required for the degree.

Admission Policy: The Graduate Admission Committee will review all applicants for admission in terms of courses listed on the transcript(s) as well as grade point average. Applicants will be informed of any deficiencies when they receive the acceptance letter from the Graduate School. Undergraduate courses in the major with a letter grade below a "C" will not be accepted as a prerequisite to graduate study and will be treated as a course deficiency. The Graduate Coordinator will advise the person of the procedures to fulfill the deficiencies.

Because the program will always have a limit on the number of applicants that it can accept, first priority for admission will be granted to applicants with at least a grade point average of 3.00 out of 4.00 overall and in Speech Pathology and Audiology and strong letters of recommendation from at least two faculty members. Second priority will be given to applicants with grade point averages between 2.80 and 2.99. Applicants with GPAs of 2.60 to 2.79 will be accepted on a conditional basis and, before being considered for candidacy, must complete 12 credit hours of content courses with a grade of A or B in each course. Registration for clinical practicum experiences will not be permitted until candidacy is achieved. Applicants with a grade point average below 2.60 will not be considered for acceptance.

Students completing undergraduate deficiencies must have successfully passed 24 undergraduate credit hours in Speech Pathology and Audiology at their original university and in courses at IUP with a GPA of 2.80 to register for selected graduate courses. Graduate clinical experiences will be scheduled after all undergraduate course work is completed, including the undergraduate clinical experience.

Persons who are natives of other countries must achieve a score at the 90th percentile or higher on the written TOEFL and on the Test of Spoken English. If they are not graduates of an undergraduate program in Speech-Language Pathology and Audiology, the restrictions relative to completing deficiencies will also apply. Furthermore, the applicant must provide the program's Graduate Admission Committee with an audio tape recording of 20 minutes of free conversation with a colleague and 20 minutes of reading from a professional text. The Committee will judge the adequacy of the spoken language relative to General American English. If the applicant meets all other requirements for admission other than spoken language, he/she will be required to successfully complete therapy before being allowed to register for clinical practicum experiences.

Observation hours and clinical practicum completed in another country will be accepted only when they have been supervised by a speech-language pathologist or an audiologist who holds the appropriate certification from ASHA.

Retention in the program:

No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Only one of these courses may be repeated in agreement with the Graduate School procedures. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.

Regardless of grade point average, any student who cannot complete clinical preparation to the satisfaction of the Program Committee in Speech-Language Pathology and Audiology will not be granted a degree.

National Examination:

Prior to receiving their degree, students must complete the National Examination in Speech Pathology and Audiology (NESPA) and provide evidence of the attempt to the Graduate Coordinator. The examination should be taken during the last semester of enrollment.

ABSTRACT OF CHANGES - GRADUATE CURRICULUM

1. Course Title Change and Revision

- a. SH 632 Aphasia to SH 632 Neurological Communication Disorders

Rationale: Neuroanatomy will be covered in the new course SH 600 Neurolinguistics. Symptomatology and management of the communication sequelae to neuropathologies will be covered in SH 632 Neurological Communication Disorders. Time has been made available in SH 632 for this topic as neurolinguistic topics have been moved to SH 600 Neurolinguistics.

2. Course Revision

- a. SH 604 Diagnostic Methods

Rationale: Diagnostic Methods was previously offered as a sequel to SH 314 Assessment of Speech and Language Disorders. This undergraduate course will no longer be offered. SH 604 must be revised to incorporate much of the knowledge base previously covered in SH 314.

3. New Courses

- a. SH 600 Neurolinguistics

Rationale: Previously, neurolinguistic topics have been presented in pieces in other graduate courses, SH 614 Neuropathologies of Speech and SH 632 Aphasia. We have chosen to provide the neurolinguistic information prior to discussion of symptomatology and management of neurogenic speech and language disorders adhering to our principle that basic science courses precede professional courses. SH 600 will be a prerequisite to SH 632.

- b. SH 696 Internship in Hospital
SH 697 Internship in Community Center
SH 698 Internship in Schools

Rationale: ASHA accreditation standards require students to earn supervised clinical hours in three different settings. One of those sites will be the IUP Speech and Hearing Clinic. Students in consultation with the Director of the Speech and Hearing Clinic will enroll in two of the three internships. Students who choose to meet the standards for the PA teaching certificate must enroll in SH 698 Internship in Schools.

4. Course Deletions

a. SH 512 Cleft Palate

Rationale: Children and adults with cleft palate comprise a very small portion of the clientele of the Speech-Language Pathologist. Furthermore, speech disorders associated with cleft palate and other orofacial anomalies are characterized by articulation and voice disorders that are discussed in two other courses SH 610 Articulation and SH 618 Voice. The content of this course will be covered partially in these two courses. Upon occasion, SH 635 Seminar in Communication, which we plan to offer at least twice per year, will cover this topic in depth.

b. SH 614 Neuropathologies of Speech

Rationale: Content of this course will be moved to other courses where the content will fit more logically. Neuroanatomy of the speech and language mechanism needs to be studied prior to neuropathologies and aphasia. Furthermore, neuropathologies of speech are frequently associated with neuropathologies of language. Separation of their treatment is artificial. The neuroanatomy portion of this course will occur in SH 600 Neurolinguistics, a course taken during the first semester of the graduate program. Study of the nature and treatment of neuropathologies of speech will occur in SH 632 which is being revised to include the neuropathologies of speech and language. There will be time for this new content in the course because discussion of neuroanatomy of language and neurolinguistic issues previously introduced in this course will be covered in the new course SH 600 Neurolinguistics.

c. SH 650 Advanced Speech Science

Rationale: Advanced Speech Science has been moved to the undergraduate program to conform with our policy of basic science courses preceding professional courses.

5. Increase number of Required Hours to 48-51 sh Needed to Qualify for M.S. in Speech-Language Pathology

Rationale: The increased intern requirements account for the increased number of credits required. ASHA mandates a minimum of 350 practicum hours for certification. All but 50 of these hours are earned at the graduate level.

6. Admission and Retention Policies Change

Admission and Retention Policies Program in Speech-Language Pathology

A. Academic Course Prerequisites

The Master of Science Program in Speech-Language Pathology is designed to meet the certification standards of the American Speech-Language-Hearing Association, the PA licensure standards, and the PA Department of Education certification program. The tripartite role is fulfilled by completion of all the course requirements for the B.S.Ed. and the M.S. degrees. Consequently, applicants who do not meet all of the undergraduate requirements will be asked to complete the significant majority of the deficiencies before registering for graduate courses. All candidates for the M.S. degree must meet the academic and clinical requirements for the ASHA certification and state licensure in order to receive the degree.

The Graduate Admission Committee will review all applicants in terms of courses listed on the transcript(s) as well as grade point average. Applicants will be informed of any deficiencies when they receive the acceptance letter from the Graduate School. Undergraduate courses in the major with a letter grade below a "C" will not be accepted as a prerequisite to graduate study and will be treated as a course deficiency. The Graduate Coordinator will advise the person of the procedures to fulfill the deficiencies.

B. Grade Point Average.

Because the program will always have a limit on the number of applicants that it can accept, first priority for admission will be granted to applicants with at least a grade point average of 3.00 out of 4.00 overall and in Speech Pathology and Audiology and strong letters of recommendation from at least two faculty members. Second priority will be given to applicants with grade point averages between 2.80 and 2.99. Applicants with GPAs of 2.60 to 2.79 will be accepted on a conditional basis and, before being considered for candidacy, must complete 12 credit hours of content courses with a grade of A or B in each course. Registration for clinical practicum experiences will not be permitted until candidacy is achieved. Applicants with a grade point average below 2.60 will not be considered for acceptance.

Students completing undergraduate deficiencies must have successfully passed 24 undergraduate credit hours in Speech Pathology and Audiology at their original university and in courses at IUP with a GPA of 2.80 to register for selected graduate courses. Graduate clinical experiences will be scheduled after all undergraduate course work is completed, including the undergraduate clinical experience.

C. Foreign Applicants.

Persons who are natives of other countries must achieve a score at the 90th percentile or higher on the written TOEFL and on the Test of Spoken English. If they are not graduates of an undergraduate program in Speech Pathology and Audiology, the restrictions relative to completing deficiencies will also apply. Furthermore, the applicant must provide the program's Graduate Admission Committee with an audio tape recording of 20 minutes of free conversation with a colleague and 20 minutes of reading from a professional text. The Committee will judge the adequacy of the spoken language relative to General American English. If the applicant meets all other requirements for admission other than spoken language, he/she will be required to successfully complete therapy before being allowed to register for clinical practicum experiences.

Observation hours and clinical practicum completed in another country will be accepted only when they have been supervised by a speech-language pathologist or an audiologist who holds the appropriate certification from ASHA.

D. Retention in the program.

No person will be granted a degree who has more than one "C" grade in graduate courses in Speech-Language Pathology. Only one of these courses may be repeated in agreement with the Graduate School procedures. Clinical courses must be completed with a grade of "B" or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.

Regardless of grade point average, any student who cannot complete clinical preparation to the satisfaction of the Program Committee in Speech Pathology and Audiology will not be granted a degree.

E. National Examination.

Prior to receiving their degree, students must complete the National Examination in Speech Pathology and Audiology (NESPA) and provide evidence of the attempt to the Graduate Coordinator. The examination should be taken during the last semester of enrollment.

SPEECH-LANGUAGE PATHOLOGY

Old Program

New Program

UNDERGRADUATE PHASE

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA 217 recommended
 Social Science: PC 101
 Natural Science: laboratory science sequence required (BI 103-104 recommended)
 Liberal Studies electives: no course with SH prefix

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
 Mathematics: MA 217
 Social Science: PC 101
 Natural Science: Laboratory science sequence required (BI 103-104 recommended)
 Liberal Studies electives: no course with SH prefix (PC 310 recommended)

Required Courses:

EX 362 Psych of Rd in Lang Proc	3
SH 111 Fund Spch Hrng	3
SH 122 Phonetics	3
SH 222 Intro to Audiology	3
SH 264 Language Development	3
SH 242 Intro to Speech Science	3
SH 251 Anatomy & Phys of Sp & Hearing Mech	3
SH 306 Artic & Lang Disorders	3
SH 308 Stuttering & Voice Dis	3
SH 311 Aural Rehab	3
SH 314 Assess of Sp & Lang Dis	3
SH 320 Speech Clinic	3
EX 120 or EX 300	3
Total for Speech Path Track	39

Required Courses:

SH 111 Intro to Comm. Dis.	3
EX 120 Intro to Except Persons	3
SH 122 Clinical Phonology	3
SH 222 Intro to Audiology	3
SH 242 Speech Science I	3
SH 334 Language Development	3
SH 251 Anatomy & Phys of Sp & Hearing Mech	3
SH 342 Speech Science II	3
SH 406 Artic & Lang Disorders	3
SH 408 Stuttering & Voice Disorders	3
SH 311 Aural Rehabilitation	3
EX 362 Psych of Rd in Lang Processes	3
ED 242 Pre-Student Teaching I	1
ED 342 Pre-Student Teaching II	1
Total for SLP Track	38
Optional: SH 420 Speech Clinic	3

Professional Core:

CM 301 Tech for Learn & Instr	3
ED 442 School Law	1
EP 302 Ed Psych	3
*EP 377 Ed Tests & Measurements	3
FE 202 Amer Ed in Theory & Prac	3
SH 312 Organ & Admin of SH Prog	3
ED 242 Pre-Student Teaching I	1
ED 342 Pre-Student Teaching II	1
ED 441 Student Teaching	12
Subtotal for Professional Core	30
Total for Major	69

Education Track: (optional for those wishing PA teaching certificate)

FE 202 Am Ed in Theory & Prac	3
CM 301 Tech for Learning & Instruct	3
EP 302 Ed Psych	3
SH 412 Organ & Admin of SH Programs	3
ED 442 School Law	1
Subtotal for Education Courses	13
Grand Total for Education Track	51

*An option allows enrollment in MA217 for the required mathematics course or, if the student elects, another mathematics' course, to substitute MA217 for EP377.

GRADUATE PHASE

Old Program

Required Courses:

SH 610 Articulation	3
SH 630 Language Disorders of Children	3
SH 640 Diag Audiology	3
SH 650 Adv Speech Science	3
SH 661 Adv Clinical Prac I	3
SH 662 Diagnostic Clinic	1
SH 663 Hearing Testing Clinic	1
SH 671 Adv Clinical Prac II	3
GR 615 Elements of Research	3
Subtotal	23

Elective Courses

(minimum of 6 sh required)

SH 512 Cleft Palate	3
SH 604 Diagnostic Methods	3
SH 614 Neuropathologies of Speech	3
SH 616 Stuttering	3
SH 618 Voice	3
SH 624 Principles of SLP in Schools	3
SH 631 Seminar in Lang Acq	3
SH 632 Aphasia	3
SH 635 Sem in Comm	3
SH 645 Pediatric Audiology	3
SH 850 Theses	3
Professional Elective	3

Total Required for MS in SLP:
minimum of 36 sh

New Program

Required Courses:

SH 600 Neurolinguistics	3
SH 604 Diagnostic Methods	3
SH 610 Articulation	3
SH 616 Stuttering	3
SH 618 Voice	3
SH 630 Lang Dis of Child	3
SH 635 Seminar in Comm and/or	
SH 631 Sem in Lang Acq and/or	
SH 850 Thesis	3-6
SH 632 Neurological Comm Dis	3
SH 640 Diag Audiology	3
SH 661 Adv Clinical Prac I	2
SH 662 Diagnostic Clinic	1
SH 663 Hearing Testing Clinic	1
SH 671 Adv Clinical Prac II	2
GR 615 Elements of Research	3
Internship - two of the following:	
SH 696 Internship in Hospital	6
SH 697 Internship in Comm Center	6
SH 698 Internship in Pub School	6
Grand Total	48-51

LSC Use Only
Number: _____
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Date: _____

UWUCC Use Only
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Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: SH 111 Introduction to Communication Disorders
Suggested 20 Character Course Title: Intro. to Comm. Dis.
Department: Special Education
Contact Person: Nelson Bormann x5679/2450; on E-Mail

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Nelson Bormann
Department Curriculum Committee

Department Chairperson

[Signature]
College Curriculum Committee

[Signature]
College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

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17

SH 111 INTRODUCTION TO COMMUNICATION DISORDERS

3c-01-3sh

Prerequisites: None

CATALOG DESCRIPTION

Introduction to study of physiological, acoustical, and scientific processes involved in production and reception of speech. The genetic development of speech sounds, and factors that hinder or facilitate speech and language acquisition.

OLD COURSE SYLLABUS

I. CATALOG DESCRIPTION

SH 111 Fundamentals of Speech and Hearing

Prerequisites: None

Introduction to study of physiological , acoustical, and scientific processes involved in production and reception of speech. The genetic development of speech sounds, and factors that hinder or facilitate speech and language acquisition.

II. COURSE OBJECTIVES

1. To orient the students to the discipline of speech pathology.
2. To provide the student a fundamental knowledge of the terms, speech and language, as well as related words in the field of speech, language and hearing.
3. To provide the student a fundamental understanding of the normal development of speech and language.
4. To develop an attitude toward the complexity of a speech, language or hearing problem.
5. To provide information of the anatomical, physiological and linguistic bases of the human communication system.
6. To introduce the student to speech, language or hearing disorders.
7. To introduce the student to Individualized Education Programs.

III. COURSE OUTLINE

- A. The professions in Speech-Language Pathology and Audiology
- B. Communication, Language and Speech
 1. Communication - Encoding, Transmitting and Decoding Information
 2. Development of Communication
 3. Components of Language
 - Form-Syntax, Morphology and Phonology
 - Content-Semantics
 - Use-Pragmatics

- C. Anatomy and Physiology of Speech
 - 1. Central Nervous System
 - 2. Respiration
 - 3. Phonation
 - 4. Resonation
 - 5. Articulation
 - 6. Reception
- D. Articulation Disorders
 - 1. Articulation Development
 - 2. Disordered Articulation
 - 3. Disordered Phonology
- E. Voice Disorders
 - 1. Normal and Abnormal Voice
 - 2. Disorders of Phonation
 - 3. Disorders of Resonance
- F. Disorders of Fluency
 - 1. Theories of Causation
 - 2. Normal Disfluency
 - 3. Development of Stuttering
 - 4. Assessment
 - 5. Therapy
- G. Early Language Development and Language Disorders
 - 1. Types of Language Disorders
 - 2. Assessment of Children's Linguistic Skills
 - 3. Therapy
 - 4. Nonspeech Communication
- H. Language Disabilities in School-Age Children and Youth
 - 1. Characteristics of Language-Learning Disabilities in School-Age Children
 - 2. Specific Deficits
 - 3. Causes of Language-Learning Disabilities
 - 4. Assessment of Language Disabilities
- I. Hearing and Auditory Disorders
 - 1. The Role of Hearing in Communication
 - 2. Nature of Hearing Loss
 - 3. Evaluation of Hearing
- J. Cleft Palate
 - 1. Development of the Child With Cleft Palate
 - 2. The Cleft Palate Team
 - 3. Speech Disorders
- K. Cerebral Palsy
 - 1. Characteristics of Cerebral Palsy
 - 2. Speech and Language Disorders

- L. Aphasia in Adults
1. Aphasia and The Brain
 2. Syndromes of Aphasia
 3. The Aphasia Person

IV. EVALUATION METHODS

There will be three (3) tests given worth 100 points each. Also, there will be an outside reading test 100 points. Each student will also have 10 hours of observation in the Speech and Hearing Clinic.

92-100%	A
85-91%	B
70-84%	C
60-69%	D
Below 69%	F

- V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS
- Textbook: Shames, G. H. & Wiig, E.H. (1986). Human Communication Disorders, 2nd Edition. Columbus, OH: Charles E. Merrill Publishing Co.

VI. BIBLIOGRAPHY

Professions of Speech-Language Pathology and Audiology

Paden, E.P. A History of the American Speech and Hearing Association, 1925 - 1958. Washington, DC: American Speech and Hearing Association, 1970.

Taylor, J.S. Public School Speech-Language Certification Standards : Are They Standard? ASHA, 1980, 22 (3), 159-165.

Communication, Language and Speech

Bullowa, M. Before Speech. New York: Cambridge University Press, 1979.

deVilliers, J., & deVilliers, P. Early Language. Cambridge, MA: Harvard University Press, 1979.

Rice, M. Contemporary Accounts of the Cognition/Language Relationship: Implications for Speech-Language Clinicians. Journal of Speech and Hearing Disorders, 1983, 48, 347-359.

Voice Disorders

Aronson, A.E. Clinical Voice Disorders. New York: Brian C. Decker, 1980.

Jackson, C., & Jackson, C.L. The Larynx and Its Diseases. Philadelphia : W.B. Saunders, 1937.

Van Riper, C. Speech Correction: Principles and Methods (6th Ed.) Englewood Cliffs, NJ: Prentice-Hall, 1972.

Disorders of Fluency

Shames, G.H., & Florance, C.L. Stutter-Free Speech: A Goal for Therapy. Columbus, OH: Charles E. Merrill, 1980.

Travis, L.E. The Unspeakable Feeling of People With Special Reference to Stuttering. In L.E. Travis (ed)., Handbook of Speech Pathology. New York: Appleton Century- Crofts, 1957.

Weiss, D.A. Cluttering. Englewood Cliffs, NJ: Prentice-Hall 1964.

Language Disorders

Barbara, D. Stuttering: A Psychodynamic Approach to Its Understanding and Treatment. New York: Jullian Press, 1954.

Ingham, R.J. Operant Methodology in Stuttering. In J. Eisenson (Ed), Stuttering: A Second Symposium. New York: Harper and Row, 1975.

Johnson, W. A Study of the Onset and Development of Stuttering. Journal of Speech Disorders, 1942, 7, 251-257.

Disorders of Special Populations

Allen, H.B., & Underwood, G.N. Readings in American Dialectology. New York: Appleton- Century Crofts, 1971.

Edwards, A.D. Language in Culture and Class. London: Heinemann Educational Books, 1976.

Kochman, T. Black & White: Styles in Conflict. Chicago: University of Chicago Press, 1981.

Miller, N. Bilingualism and Language Disability: Assessment and Remediation. San Diego: College-Hill Press, 1984.

Hearing and Auditory Disorders

Eisenberg, R.B. Auditory Competence in Early Life.
Baltimore: University Park Press, 1976.

Northern, J.L., & Downs, M.P. Hearing in Children (3rd Ed.).
Baltimore: Williams & Wilkins, 1978.

Cleft Palate

Brookshire, B.L., Lynch, J.L., & Fox, D.R. A Parent-Child
Cleft Palate Curriculum, Developing Speech and
Language. Tigard, OR: C.C. Publications, 1980.

Irwin, E.C., & McWilliams, B.J. Play Therapy for Children
with Cleft Palates. Children Today, 1974, 3, 18-
22.

McWilliams, B.J., Morris, H.L., & Shelton, R.L. Cleft Palate
Speech. Philadelphia: B.C. Decker, Inc., 1984.

Cerebral Palsy

Finnie, N.R. Handling the Young Cerebral Palsied Child at
Home. New York: E.P. Dutton-Sunrise, 1975.

Hardy, J.C. Cerebral Palsy. Englewood Cliffs, NJ: Prentice-
Hall, Inc., 1983.

Mysak, E.D. Neurospeech Therapy for the Cerebral Palsied.
New York: Teachers College Press, Teachers
College, Columbia University, 1980.

Aphasia in Adults

Gardner, H. The Shattered Mind. New York: Knopf, 1975.

Communicative Disorders

Penfield, W., & Roberts, L. Speech and Brain Mechanisms.
Princeton NJ: Princeton University Press, 1959.

Wepman, J.M. Recovery From Aphasia. New York: Ronald Press,
1951.

NEW COURSE SYLLABUS

SH 111 INTRODUCTION TO COMMUNICATION DISORDERS

3c-01-3sh

Prerequisites: None

CATALOG DESCRIPTION

Introduction to study of physiological, acoustical, and scientific processes involved in production and reception of speech. The genetic development of speech sounds, and factors that hinder or facilitate speech and language acquisition.

COURSE OBJECTIVES

1. To orient the students to the discipline of speech pathology.
2. To provide the student a fundamental knowledge of the terms, speech and language, as well as related words in the field of speech, language and hearing.
3. To promote a fundamental understanding of the normal development of speech and language.
4. To develop an attitude toward the complexity of a speech, language, or hearing problem.
5. To provide information of the anatomical, physiological, and linguistic bases of the human communication system.
6. To introduce the student to speech, language or hearing disorders.
7. To introduce the student to Individualized Educational Programs.

COURSE OUTLINE

- A. The Professions of Speech-Language Pathology and Audiology 2%
- B. Communication, Language and Speech 10%
 1. Communication-Encoding, Transmitting, and Decoding Information
 2. Development of Communication
 3. Components of Language Form-Syntax, Morphology and Phonology, Content-Semantics, Use-Pragmatics
- C. Anatomy and Physiology of Speech 8%
 1. Central Nervous System
 2. Respiration
 3. Phonation
 4. Resonation
 5. Articulation
 6. Reception
- D. Language and Communication Differences 5%
 1. Language and Culture
 2. Dialects of American English
 3. Language Differences and Communication Disorders

- E. Early Language Development and Language Disorders 10%
 - 1. Types of Language Disorders
 - 2. Assessment of Children's Linguistic Skills
 - 3. Therapy
 - 4. Nonspeech Communication
- F. Language Disabilities in School Age Children and Youth 5%
 - 1. Characteristics of Language-Learning Disabilities in School-Age Children
 - 2. Specific Deficits
 - 3. Causes of Language-Learning Disabilities
 - 4. Assessment of Language Disabilities
 - 5. Language Therapy
- G. Articulation and Phonological Disorders 10%
 - 1. Articulation Development
 - 2. Disordered Articulation
 - 3. Disordered Phonology
- H. Voice Disorders 10%
 - 1. Normal and Abnormal Voice
 - 2. Disorders of Phonation
 - 3. Disorders of Resonance
- I. Disorders of Fluency 10%
 - 1. Theories of Causation
 - 2. Normal Disfluency
 - 3. Development of Stuttering
 - 4. Assessment
 - 5. Therapy
- J. Hearing and Auditory Disorders 10%
 - 1. The Role of Hearing in Communication
 - 2. Nature of Hearing Loss
 - 3. Evaluation of Hearing
- K. Cleft Palate 5%
 - 1. Development of the Child with Cleft Palate
 - 2. The Cleft Palate Team
 - 3. Speech Disorders
- L. Aphasia in Adults 5%
 - 1. Aphasia and the Brain
 - 2. Syndromes of Aphasia
 - 3. The Aphasia Person
- M. Neurogenic Disorders of Speech 5%
 - 1. Causes of Neurogenic Speech Disorders
 - 2. Characteristics and Types

- N. Cerebral Palsy
1. Characteristics of Cerebral Palsy
 2. Speech and Language Disorders

V. EVALUATION METHODS

There will be three (3) tests given worth 100 points each. Each student will also have 10 hours of observation in the Speech and Hearing Clinic.

92 - 100% A
 85 - 91% B
 70 - 84% C
 60 - 69% D
 Below 69% F

REQUIRED TEXTBOOK

Shames, G.H., & Wiig, E.H. (1990). Human Communication Disorders. Columbus, OH: Charles E. Merrill Publishing Co.

BIBLIOGRAPHY

Professions of Speech-Language Pathology and Audiology
 American Speech-Language Hearing Association.

Code of Ethics of the American Speech-Language Hearing Association 1985. ASHA, 27 (1), 67-69.

Paden, E. P. A History of the American Speech and Hearing Association, 1925-1958. Washington, D.C.: American Speech and Hearing Association, 1970.

Punch, J. (1983). Characteristics of ASHA members, ASHA, 251, 31.

Taylor, J.S. (1980). Public school speech-language certification standards: Are they standard? ASHA, 22, 159-165.

COMMUNICATION, LANGUAGE AND SPEECH

Beel, R.T. (1976). Sociolinguistics: Goals, approaches, and problems. London: B.T. Batsford.

Berko, G.J. (1985). The development of language. Columbus, OH: Charles E Merrill.

Bullowa, M. (1979). Before speech. New York: Cambridge University Press.

DeHart, G., & Maratsos, M. (1984). Children's Acquisition of Presuppositional Usages. In R. Schiefelbusch & J. Pickard (Eds.), The acquisition of communication process. Baltimore: University Park Press.

- DeVilliers, J., & DeVilliers, P. (1979). Early language. Cambridge, MA: Harvard University Press.
- Owens, R. (1984). Language development: An introduction. Columbus: Charles E. Merrill.
- Rice, M. (1983). Contemporary accounts of the cognition/language relationship: Implications for speech-language clinicians. Journal of Speech and Hearing Disorders, 48, 347-359.
- Taylor, O.L. (Ed.) (1986). Nature of communication disorders in culturally and linguistically diverse populations. San Diego: College-Hill Press.

VOICE DISORDERS

- Aronson, A.E. (1980). Clinical voice disorders. New York: Brian Decker.
- Boone, D.R. (1983). The voice and voice therapy (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Fisher, H.B. (1966). Improving voice and articulation. Boston: Houghton Mifflin.
- Jackson, C., & Jackson, C.L. (1966). The larynx and its diseases. Philadelphia: W.B. Saunders.
- Moore, G.P. (1971). Organic voice disorders. Englewood Cliffs, NJ: Prentice-Hall.
- Van Riper, C. (1972). Speech correction: Principles and methods (6th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Wilson, D.K. (1979). Voice problems of children (2nd ed.). Baltimore: Williams and Wilkins.

DISORDERS OF FLUENCY

- Barbara, D. (1954). Stuttering: A psychodynamic approach to its understanding and treatment. New York: Julian Press.
- Bloodstein, O. (1958). Stuttering as an anticipatory struggle reaction. In J. Eisenson (Ed.), Stuttering: A symposium. New York: Harper and Row.
- Bloodstein, O. (1975). A handbook on stuttering. Chicago: National Easter Seal Society for Crippled Children and Adults.
- Brutten, E. J., & Shoemaker, D.J. (1967). The modification of stuttering. Englewood Cliffs, NJ: Prentice-Hall.

- Ingham, R.J. (1975). Operant methodology in stuttering. In J. Eisenson (Ed.), Stuttering: A second symposium. New York: Harper and Row.
- Ingham, R. J., & Andrews, G. (1973). An analysis of a token economy in stuttering therapy. Journal of Applied Behavior Analysis, 6, 219-229.
- Johnson, W. (1942). A study of the onset and development of stuttering. Journal of Speech Disorders, 7, 251-257.
- Perkins, W.H. (1973). Replacement of stuttering with normal speech. Rationale. Journal of Speech and Hearing Disorders, 38, 283-294.
- Shames, G.H., & Egolf, D.B. (1971). Experimental therapy for school-age children and their parents. Final Report, Project No. 82130, Grant No. OEG-o-8-080080, Department of Health, Education and Welfare, U.S. Office of Education.
- Shames, G.H., & Florance, C.L. (1980). Stutter-free speech: A goal for therapy. Columbus OH: Charles E. Merrill.
- Sheehan, J. G. (1953). Theory and treatment of stuttering as an approach-avoidance conflict. Journal of Psychology, 36, 7-49.
- Travis, L.E. (1957). The unspeakable feeling of people with special reference to stuttering. In L.E. Travis (Ed.), Handbook of speech pathology . New York: Appleton Century-Crofts.
- Weiss, D.A. (1964). Cluttering. Englewood Cliffs, NJ: Prentice-Hall.
- Winitz, H. (1961). Repetitions in the vocalizations and speech of children in the first two years of life. Journal of Speech and Hearing Disorders (Monograph Supplement), 7, 55-62.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: SH 122 Clinical Phonology
Suggested 20 Character Course Title: Clinical Phonology
Department: Special Education
Contact Person: Nelson Bormann x5679/2450* on E-Mail

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Nelson Bormann</u> Department Curriculum Committee	<u>Julius Berg</u> Department Chairperson
<u>Julius Berg</u> College Curriculum Committee	<u>Julius Berg</u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

78
29

CATALOG DESCRIPTION

Detailed study of the classification of American-English phonemes using the physical and acoustical perspectives. Development of proficiency in use of International Phonetic Alphabet for allphonic transcriptions of normal and disordered speech.

OLD COURSE SYLLABUS

CATALOG DESCRIPTION

SH 122 PHONETICS

3 s.h.

Prerequisites: None

Detailed study of phonemes of American-English speech from a physical and acoustical point of view. Development of proficiency in use of International Phonetic Alphabet for transcription and translation of speech sounds.

COURSE OUTLINE

- A. Introduction to Course
- B. Linguistic Phonetics
- C. Speech Production
- D. Vowels and Diphthongs
- E. Consonants
- F. Sounds in Context
- G. Distinctive Feature Classification
- H. Phonology
- I. Transcription Exercises

EVALUATION METHODS

Successful completion of this course will be determined by a combination of examinations and transcription exercises. Examinations one and two are worth 100 points each and examination three is worth 150 points. In addition to the examinations, 8 in-class transcription exercises will be administered. Each transcription will be valued at 20 points, for a total of 200 points.

The total points accumulated during this course will be interpreted according to the following scale:

- A = 550 to 496
- B = 495 to 441
- C = 440 to 386
- D = 385 to 331
- F = 330 to 0

REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Shriberg, L. and Kent, R. (1982). Clinical Phonetics. New York: John Wiley & Sons.

BIBLIOGRAPHY

- Bernthal, J., & Bankson, (1981). Articulation disorders. Englewood Cliffs: Prentice-Hall.
- Cartier, F., & Todaro, M. (1983). The phonetic alphabet. Dubuque, Iowa: Wm. C. Brown Company Publishers.

- Hockett, C. (1955). A manual of phonology. Baltimore: Waverly Press.
- Hodson, B., & Paden, E. (1983). Targeting intelligible speech. San Diego: College-Hill Press.
- Kahn, L. (1985). Basics of phonological analysis. San Diego: College-Hill Press.
- Kenyon, J., & Knott, T. (1953). A pronouncing dictionary of American English. Springfield, MA: G. & C. Merriam.
- MacKay, I. (1987). Phonetics: The science of speech production. Boston: College-Hill.

NEW COURSE SYLLABUS

SH 122 CLINICAL PHONOLOGY

3c-01-3sh

CATALOG DESCRIPTION

Detailed study of the classification of American-English phonemes using the physical and acoustical perspectives. Development of proficiency in use of International Phonetic Alphabet for allphonic transcriptions of normal and disordered speech.

COURSE OUTLINE

- | | |
|--|---------------|
| A. Syllabic structure of speech | Week 1 |
| 1. Simplification processes of syllables | |
| B. Vowels and variants | Week 2,3 |
| C. Glides and variants | Week 4 |
| D. Liquids and variants | Week 4 |
| E. Consonants | Week 5,6,7 |
| 1. Place of articulation | |
| 2. Manner of articulation | |
| 3. Voicing | |
| 4. Resonance | |
| 5. Airflow direction | |
| 6. Spectrographic analyses of consonants | |
| a. Stop consonants | |
| b. Fricatives | |
| c. Affricates | |
| d. Nasals | |
| F. Coarticulation and assimilation | Week 8,9 |
| 1. Coarticulation | |
| 2. Assimilations in normal speech | |
| 3. Phonologic processes of assimilation | |
| G. Suprasegmental analysis of speech | Week 10,11,12 |
| 1. Intonation | |
| 2. Tempo | |
| 3. Stress | |
| 4. Rhythm | |
| 5. Prosody disorders | |
| H. Articulatory assessment | Week 13 |
| 1. Articulatory testing | |
| 2. Prognostic factors | |
| 3. Consistency and stimulability | |
| I. Dialectal variations | Week 14 |

EVALUATION METHODS

Successful completion of this course will be determined by a combination of examinations and transcription exercises. Examinations one and two are worth 100 points each and examination three is worth 150 points. In addition to the examinations, 8 in-class transcription exercises will be

administered. Each transcription will be valued at 20 points, for a total of 160 points.

The total points accumulated during this course will be interpreted according to the following scale:

A = 510 to 459
B = 458 to 408
C = 407 to 359
D = 358 to 306
F = 305 to 0

REQUIRED TEXTBOOK

Ohde, R., & Sharf, D. (1992). Phonological analysis of normal and abnormal speech. New York: Macmillan Publishing Company.

SELECTED REFERENCES

Bernthal, J., & Bankson, (1988). Articulation disorders. Englewood Cliffs: Prentice-Hall.

Bleile, K. (1991). Child phonology. San Diego: Singular Publishing Group.

Cartier, F., & Todaro, M. (1983). The phonetic alphabet. Dubuque, Iowa: Wm. C. Brown Company Publishers.

Hockett, C. (1955). A manual of phonology. Baltimore: Waverly Press.

Hodson, B., & Paden, E. (1983). Targeting intelligible speech. San Diego: College-Hill Press.

Kahn, L. (1985). Basics of phonological analysis. San Diego: College-Hill Press.

Kenyon, J., & Knott, T. (1953). A pronouncing dictionary of American English. Springfield, MA: G. & C. Merriam.

Kreidler, C. (1989). The pronunciation of English. New York: Basil Blackwell.

MacKay, I. (1987). Phonetics: The science of speech production. Boston: College-Hill.

#4

29-SEP-1992 11:42:40.00

NEWMAI

From: GROVE::MMWIMSON "Mike Williamson"
 To: GROVE::QCBCOLB
 CC: MMWIMSON, JIM_GRAY
 Subj: RE: Sign Off

Clarice:

Jim Gray forwarded me a copy of the syllabus for SH 122. I have had an opportunity to review it and have determined that there is not overlap with any courses that English currently has on the books. We do offer a course on the structures of English (EN 330) for English education majors. Although phonology is a topic in this and other undergraduate courses, the focus of SH 122 is so different that I could not see how there is any possibility of our meeting our needs with SH 122, or you meeting the needs of your students with our courses.

Jim and I hope that your course revisions meet a speedy approval in the Senate.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: SH 342 Speech Science II
Suggested 20 Character Course Title: Spch. Sci. II
Department: Special Education
Contact Person: Nelson Bormann

II. If a course, is it being Proposed for:

New Course
 Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Nelson Bormann</u> Department Curriculum Committee	<u>[Signature]</u> Department Chairperson
<u>[Signature]</u> College Curriculum Committee	<u>[Signature]</u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

CATALOG DESCRIPTION

SH 342 SPEECH SCIENCE II

3c-01-3sh

Physiologic, acoustic and perceptual characteristics of speech with special emphasis on speech monitoring and controls. Major lab instrumentation and research techniques in current use are described and demonstrated. Status of present knowledge is summarized and discussed.

PREREQUISITE: SH 242 Speech Science I

COURSE SYLLABUS

CATALOG DESCRIPTION

SH 342 SPEECH SCIENCE II

3c-01-3sh

Physiologic, acoustic and perceptual characteristics of speech with special emphasis on speech monitoring and controls. Major lab instrumentation and research techniques in current use are described and demonstrated. Status of present knowledge is summarized and discussed.

PREREQUISITE: SH 242 Speech Science I

COURSE OBJECTIVES

1. Students will be provided with a working model of speech communication by studying the linguistic, perceptual, physiological, and acoustic levels of speech formulation.
2. Students will become familiar with the experimental equipment and instrumentation used to uncover the encoding and decoding processes within the Speech Chain.
3. Students will be provided with experiences in the use of electronic equipment to study basic speech functions and to elaborate on their use as diagnostic instruments.
4. Students will develop an appreciation and familiarization of the vocabulary and research techniques used in expanding the overall knowledge of speech communication.
5. Students will be presented with the latest research findings dealing with the linguistic, perceptual, physiological, and acoustic levels of speech formulation, including cultural, sex, and age differences.

COURSE OUTLINE

	% Time
A. Introduction to Advanced Speech Science	10 %
1. Speech, Language, and Thought	
Speech	
Language	
Thought	
Development of Language and Speech	
From Thought to Speech	
2. The Speech Chain	
Linguistic Parameter	
Physiologic Parameter	
Acoustic Parameter	
Perceptual Parameter	

- B. The Respiratory System 15 %
1. Speech Production
 - Neurophysiology of Speech
 - Respiration
 2. Research Tools in Respiratory Analysis
 3. Techniques for Studying Respiratory Output
- C. The Laryngeal System 15 %
1. Speech Production
 - Phonation
 2. Research Tools in Laryngeal Function
 3. Techniques for Studying Laryngeal Activity
- D. The Articulatory System 15 %
1. Speech Production
 - Articulation and Resonance
 2. Research Tools in Supralaryngeal Movement
 3. Techniques for Studying Articulatory Movements
 4. Speech Production
 - Feedback Mechanisms in Speech
 - Models of Speech Production
 - Production of a Sentence
- E. Acoustics and Acoustic Analysis of Speech 20 %
1. Pioneers in Speech Science
 - Hermann Von Helmholtz
 - Henry Sweet
 - Alexander Graham Bell
 2. Acoustics
 - A Pure Tone
 - Complex Tones
 - Frequency and Pitch
 - The Decibel
 - Intensity and Loudness
 - Velocity of Sound Through Space
 - Wavelength
 - Resonance
 - Acoustics and Speech
 3. Research Tools in Acoustic Phonetics
 4. Sound Waves and Their Propagation
 - Physical and Psychological Parameters
 - Transmission Mediums
 - Resonance Phenomenon
 5. Acoustic Theory of Speech Production
 - Source Spectrum
 - Transfer Function
 - Radiation Characteristics
 6. Acoustic Recording and Measurement Equipment
 7. Speech Production
 - Acoustic Theory of Vowel Production
 - English Speech Sounds

- F. Synthesis of Speech Signals 15 %
1. Pioneers in Speech Science
Homer W. Dudley
Franklin Cooper
Alvin Liberman
Pierre Delattre
 2. Speech Perception
The Listener
Hearing
Perception of Speech
 3. Research Tools in Speech Perception
 4. Synthetic Speech Techniques
 5. Compressed and Expanded Speech
 6. Computerized Speech
- G. Theories of Speech Perception 10 %
1. Speech Perception
Neurophysiology of Speech Perception
Theories of Speech Perception

EVALUATION METHODS

Three (3) Power Essay examinations will be given with each exam composed of four (4) essay questions. Grading of each question will be on the basis of one point for each concept, factual point, or graphic representation and/or labeling. Each exam will be graded by summing the points on each section and comparing that total to a scale representing specific letter grades. Averaging the three examination scores at the end of the semester will be the basis of the final letter grade. The following scores represent the ranges for all letter grades:

- A = 90-100
- B = 80-89
- C = 70-79
- F = 0-69

REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Borden, G.J. and Harris, K.S. (1984). Speech Science Primer: Physiology, Acoustics, and Perception of Speech. Baltimore, MD: Williams & Wilkins.

BIBLIOGRAPHY

Askenfelt, A., Gauffin, J., Sundberg, J., & Kitzing, P. (1980). A comparison of contact microphone and electroglottograph for the measurement of vocal fundamental frequency. Journal of Speech and Hearing Research, 23, 258-273.

- Askenfelt, A., & Hammarberg, B. (1986). Speech waveform perturbation analysis: A perceptual-acoustical comparison of seven measures. Journal of Speech and Hearing Research, 29, 50-64.
- Baken, R., Cavallo, S., & Weissman, K. (1979). Chest wall movements prior to phonation. Journal of Speech and Hearing Research, 22, 862-872.
- Baken, R., & Orlikoff, R. (1988). Changes in vocal fundamental frequency at the segmental level: Control during voiced fricatives. Journal of Speech and Hearing Research, 31, 207-211.
- Barlow, S., & Abbs, J. (1983). Force transducers for the evaluation of labial, lingual, and mandibular motor impairments. Journal of Speech and Hearing Research, 26, 616-621.
- Barlow, S., & Netsell, R. (1986). Differential fine force control of the upper and lower lips. Journal of Speech and Hearing Research, 29, 163-269.
- Barlow, S., & Rath, E. (1985). Maximum voluntary closing forces in the upper and lower lips of humans. Journal of Speech and Hearing Research, 28, 373-376.
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COURSE ANALYSIS

Section A: Details of the Course

- A1 This course is designed for the upper level undergraduate majors in Speech Language Pathology who have completed Speech Science I. This course is not intended for liberal studies.
- A2 This course does not require changes in content of existing courses.
- A3 This course does follow the traditional type of offering by this department.
- A4 This course has never been offered at IUP on a trial basis.
- A5 This is not a dual level course.
- A6 This course may not be taken for variable credit.
- A7 This course is offered by all higher education institutions that have Speech Language Pathology programs.
- A8 The content of this course is required for the ASHA (American Speech-Language and Hearing Association) Certification.

Section B: Interdisciplinary Implications

- B1 This course will be taught by a single instructor.
- B2 There are not additional or corollary courses needed with this course.
- B3 There is not a relationship between the content of this course and the content of courses offered by other departments.
- B4 Seats in this course will not be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 The current resources in the areas of faculty, space, equipment, laboratory supplies and other consumable goods, library materials and travel funds are currently adequate.
- C2 There are no resources for this course that are funded by a grant.
- C3 This course is expected to be offered annually.
- C4 It is anticipated that one section of this course will be offered.

- C5 A section of this course is planned to accommodate up to thirty students.
- C6 No professional society recommends enrollment limits or parameters for a course of this nature.
- C7 This course will be a curriculum requirement.

~~1) Prerequisite change for~~
2) change in text program
2) change in cover description
3)