

SPLP 610 Articulation Disorders-CrsRvs-2016-11-27

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Shari Robertson	Proposer Email*	srobert@iup.edu
Contact Person*	Shari Robertson	Contact Email*	srobert@iup.edu
Proposing Department/Unit*	Speech Language Pathlogy	Contact Phone*	724 357 4507

Course Level*	graduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change course_title_change	Category B: course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	This course has not been updated in decades. The proposed change modifies the title to reflection current terminology. Course objectives and course description more accurately reflect updated content.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This course has not been updated in decades. The proposed change modifies the title to reflection current terminology. Course objectives and course description more accurately reflect updated content.

(C) Implications of the change on the program, other programs and the Students:*	None
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Current Course Information*

Category A

(D) Current Prefix*	
Proposed Prefix	
(E) Current Number*	
Proposed Number	
(F) Current Course Title*	Articulation Disorders
Proposed Course Title	Sound System Disorders
(G) Prerequisite(s)	
Proposed Prerequisite(s)	
(H) Current Catalog Description	Linguistic approach to articulatory process and analysis of misarticulation as symptoms of language dysfunction; variables related to articulatory mastery; programmed, traditional, and sensory-motor methods of modifying articulatory behavior.
Proposed Catalog Description	Examines the processes related to perception, organization, and production specific to articulation and phonology. Theoretical and etiological foundations will be explored. Specific methods of assessment and remediation of articulation and phonology will be addressed in depth, including formal and independent analysis and remediation of persistent motor and phonological processes. Relationships between and among phonology, oral language, and literacy as well as current topics related to speech sound disorders will also be discussed.

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
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Proposed Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course (Student Learning) Outcomes	Unavailable
Proposed Course (Student Learning) Outcomes	1) Discuss the basic processes of phonology, including the social, cognitive, anatomical, developmental, and psychological aspects of these constructs. 2) Summarize normal development and the relationships among and between language, phonology, and literacy in the developing child. 3) Compare and contrast etiological factors and characteristics of various types of phonological disorders in children. 4) Interpret data related to articulation and phonology through formal and informal assessment techniques to determine appropriate intervention goals. 5) Synthesize information from the relevant literature base to select and implement appropriate therapy techniques for phonological and articulation disorders 6) Identify production parameters and demonstrate appropriate elicitation techniques for English phonemes.
(L) Dual Listed Courses Only: List Current Learning Outcomes for the Higher-Level Course	

<p>Dual Listed Courses Only:</p> <p>List Proposed Learning</p> <p>Outcomes for the</p> <p>Higher-Level Course</p>	
<p>(M) Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Overview and Review of Clinical Phonology and Phonetics</p> <p>Normal Aspects of Phonological Development - social, cognitive, motor, psychological, linguistic, perceptual</p> <p>Relationships between and among Language Form (Phonology, Morphology, Syntax), Content (oral and written), and Use</p> <p>Advanced Phonological Theories</p> <p>Etiology of Speech Sound Disorders</p> <p>Principles of Assessment</p> <p>Functional and Standardized Assessment Techniques</p> <p>Intervention for Speech Sound Disorders - Motor Approaches</p> <p>Intervention for Speech Sound Disorders - Processes and Patterns</p>

<p>Brief Course Outline</p> <p>For each outcome, describe how the outcome will be achieved</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>


All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> The Overall Program Assessment Matrix The Key Assessment Guidelines The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>