

CSAD 228A: SPEECH SOUND DISORDERS: CONCEPTS AND METHODS

In Workflow

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Approval Path

1. Tue, 08 Oct 2019 03:14:20 GMT
Heather Thompson (heather.thompson): Approved for CSAD Committee Chair
2. Tue, 08 Oct 2019 04:51:59 GMT
Robert Pieretti (sac19804): Approved for CSAD Chair
3. Tue, 15 Oct 2019 23:20:31 GMT
Kisun Nam (knam): Approved for HHS College Committee Chair
4. Tue, 15 Oct 2019 23:21:14 GMT
Mary Maguire (maguirem): Approved for HHS Dean

Date Submitted: Tue, 08 Oct 2019 03:13:56 GMT

Viewing: CSAD 228A : Speech Sound Disorders: Concepts and Methods

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Changes proposed by: Heather Thompson (215502704)

Contact(s):

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Catalog Title:

Speech Sound Disorders: Concepts and Methods

Class Schedule Title:

SSDs: Concepts & Methods

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Communication Sciences and Disorders

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

CSAD - Communication Sciences and Disorders

Catalog Number: (course number)

228A

Course ID: (For administrative use only.)

164936

Units:

2

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The graduate program in speech-language pathology underwent an accreditation review this month (October, 2019.) Changes to this course are in response to feedback from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The CAA requires that graduate training in speech-language pathology includes a course covering foundations of speech, including an in-depth review of types of speech-sound disorders, their etiologies, characteristics, underlying anatomical and physiological characteristics of the disorders or differences, acoustic characteristics of them, psychological characteristics, developmental nature of the disorders, and linguistic and cultural characteristics. Thus, the title of the class, syllabus, and course catalog description require a modification.

Firstly, we would like to change the name of the class from "Methods: Speech 1" to "Speech Sound Disorders: Concepts and Methods". We feel that this title better captures the foundational knowledge in speech sound disorders that will be covered in the course. Secondly, we would like to change the course catalog description from "Diagnosis and treatment as applied to the current caseload, including articulation and phonological disorders and characteristics associated with English as a second language (ESL) populations. Methods for both children and adults. Staffings, case studies and presentations, demonstrations and class discussions." to read "Speech sound disorders for graduate students in speech-language pathology. Foundations of speech sound disorders, as well as techniques and materials for assessing and treating speech sound differences and disorders of varying etiologies and presentations. Weekly content will be integrate with practical experiences to promote learning." We would like to change this description to better reflect core concepts that will be covered in the class. Thirdly, we propose a new syllabus to address the areas highlighted by the accreditation team, delineated in the attached supporting documentation.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Speech sound disorders for graduate students in speech-language pathology. Foundations of speech sound disorders, as well as techniques and materials for assessing and treating speech sound differences and disorders of varying etiologies and presentations. Weekly content will be integrated with practical experiences to promote learning.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admission to the graduate program. CSAD 125, 126, 143, 145, 146, 148.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

Yes

Corequisite:

CSAD 229A

Corequisites Enforced at Registration?

No

Graded:

Letter

Approval required for enrollment?

Instructor Approval

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

2

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Upon completion of this course, the student will be able to:

1. Independently compare and contrast speech sound disorders by discussing their etiology, underlying anatomical and physiological characteristics, acoustic and linguistic characteristics, developmental nature. (Exam)
2. Compare and contrast speech sound disorders and differences and their linguistic and cultural characteristics. (Exam)
3. Discuss interviewing techniques with a focus on culturally and linguistically diverse (CLD) clients. (Exam, Project)
4. List and discuss principles of screening and assessment. (Exam, Project, Presentation)
5. Explain developmental norms as they apply to children with and without a delay or disorder. (Exam, Project)
6. Evaluate common standardized and non-standardized assessments with respect to the psychometric properties of reliability, validity, sensitivity, and specificity. (Exam, Project, Presentation)
7. Select psychometrically valid and reliable assessment procedures for clients. (Project, Presentation)
8. Describe, compare, and contrast goal-attack and target selection strategies (Project, Presentation)
9. Describe cognitive-linguistic (including phonological) and motor-based intervention approaches. (Project, Presentation)
10. Explain patterns of generalization expected from a specific speech sound production profile. (Project)
11. Design an appropriate, client-specific baseline and post-treatment assessment measure using trained, untrained, and generalization targets. (Project, Presentation)

Attach a list of the required/recommended course readings and activities:

CSAD 228A Readings and Activities.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

As part of the course, students will complete one exam, one project, and one presentation. The exam will be focused on assessing student's foundational knowledge of speech sound development, speech sound disorders, and assessment and considerations for the development of intervention plans. The project and presentation are designed to promote learning and the student's ability to

demonstrate knowledge of speech sound production. Students will be presented with a case of an individual with a speech sound disorder. Students will be required to review the case assessment materials, establish a diagnosis for the case described, select an appropriate intervention approach, and develop an assessment plan and procedures that are appropriate for the diagnosis. The student will also be responsible for developing materials to assess progress in treatment following established goals and objectives. A focus for the project will be the application of evidence for the purpose of clinical decision-making. Students will be required to problem-solve through the case, while applying knowledge of speech sound development and disorders, difference versus disorder, target selection strategies, patterns of generalization, and the selection of treatment outcome measures and approaches. The presentation will involve a summary of the treatment approach utilized.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MS in Communication Sciences and Disorders

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research (optional)

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

There are no anticipated changes to the currently written Common Standards document.

Is this change in response to program or unit assessment activities?

Yes

Please describe the changes to program or unit assessment activities:

Recent feedback from our accreditor, the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) requests that the program include content and opportunities to learn so that each student can demonstrate knowledge of the nature of communication in the areas of speech sound disorders (articulation and phonology), voice and resonance, and fluency, including respiration and phonation. A Form B has been submitted for the master's degree to address unit changes for the course CSAD 228B: Voice and Fluency: Concepts and Methods.

Will this course introduce any new or changes to program assessments?

No

Please attach any additional supporting materials:

CSAD-228A-01-Thompson-syllabus-Spring 2020 FINAL.docx

Is this a Graduate Writing Intensive (GWI) course?

No

Please attach any additional files not requested above:

CSAD-228A-01-Thompson-syllabus-Spring 2020 FINAL.docx

Key: 997