

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-15
Effective Summer 2019

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5130
3. **Short title:** Adv Speech Sound Disorders
4. **Long title:** Advanced Speech Sound Disorders
5. **Hours per week:** ☒ 2_ Class ☐ Lab ☒ 2_ Credit
6. **Terms:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2019
8. **Catalog course description:** Differential diagnosis of childhood speech sound disorders related to linguistic, phonetic and structural etiologies. Covers selection and interpretation of assessments, and differentiation of key elements of anatomy, physiology, speech production, and resonance. Analysis and integration of child's comprehensive speech profile with evidence based practice for defensible recommendations and intervention techniques.

9. Course attributes:

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

- 11. Course(s) to be deleted from the catalog once this course is approved:** None

- 12. Equivalent course(s):** None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

- 13. Prerequisite(s):** None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? _____

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions:

a. Degrees, colleges, majors, levels, classes which may take the course: Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences.

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software: None

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences

 Course is required for the minor(s) of _____

 Course is required for the certificate program(s) of _____

 Course is used as an elective

2. **Rationale for proposal:** Course developed to address gap in content for graduate students, many of whom were coming in without an undergraduate course in this area. Speech Sound Disorders are a major area within the scope of practice and are highly prevalent in caseloads of speech-language pathologists working with the pediatric population. Speech sound disorders are also one of the 9 major content areas required by ASHA to be addressed in graduate curriculum.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Course is restricted to students accepted into the Master of program in Communication Disorders and Sciences

Writing active, intensive, centered:

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

- 1. Course number and title:** CDS 5130 Advanced Speech Sound Disorders
- 2. Catalog description:** Differential diagnosis of childhood speech sound disorders related to linguistic, phonetic and structural etiologies. Covers selection and interpretation of assessments, and differentiation of key elements of anatomy, physiology, speech production, and resonance. Analysis and integration of child's comprehensive speech profile with evidence based practice for defensible recommendations and intervention techniques.
- 3. Learning objectives.**
 - a. Define and differentiate childhood speech sound disorders (*Depth of Content Knowledge*)
 - b. Evaluate, compare, and select assessment procedures to differentially diagnose speech sound disorders. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
 - c. Analyze case history, background and cultural information to design effective assessment plans. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
 - d. Integrate and interpret assessment results (anatomy, physiology, resonance, speech production), case history, background and cultural information to determine appropriate speech sound diagnosis. (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving*)
 - e. Generate recommendations and select appropriate treatment strategies specific to speech sound disorder profile (*Depth of Content Knowledge, Effective Critical Thinking and Problem Solving, Effective Oral communication*)
- 4. Course materials.**

Required text:

 - Williams, A.L., McLeod, S., & McCauley, R.L. (2010). Interventions for Speech Sound Disorders in Children. Baltimore, MA: Paul H. Brookes Publishing Co.
 - Supplementary readings will be required and assigned from relevant professional journals.
- 5. Weekly outline of content.**

Weeks 1 -3
Definition and Classification of speech sound disorders (effects and errors)
Phonological, Articulation, Structural (Cleft Palate and Orofacial Myofunctional Disorder, Neurological)
Gathering case history and background information & determining key diagnostic information

Weeks 4 -6
Comprehensive evaluation of the structure and function of speech mechanism (Oral Peripheral Exam)
Assessing resonance
Assessing coordination of speech and nonspeech oral motor movements
Maximum performance tasks

Weeks 7-8
Analysis of Standardized Speech Sound Assessments (Observation and perception of errors)
Assessing children with English as a second language and multicultural considerations
Eliciting and analyzing speech samples
Measures of speech intelligibility

Week 9
EXAM 1
Phonetic based treatment techniques

 - Traditional approach to articulation therapy
 - Phonetic placement
 - Contextual facilitation
 - Shaping
 - Moto-kinesthetic approaches

Week 10-12

Intervention for challenging phonemes

- /r/

- Frontal and lateral lisps

Treatment considerations for cleft palate

Treatment considerations for OMD

Week 13-14

Phonological and language-based interventions

- Phonological cycles
- Minimal and maximal pairs

Week 15

Case studies: differential diagnosis and recommendations for treatment

Week 16**FINAL EXAM****6. Assignments and evaluation, including weights for final course grade.**

Assessment Assignments (e.g., assessment plans, differential diagnosis, compare/contrast standardized assessments)	20%
Intervention Assignments (e.g., treatment plans, student presentation and demonstration of treatment techniques)	20%
Exams: Midterm and Final	60%

7. Grading scale.

92%-100%	A
82%- 91%	B
72%-81%	C
62%-71%	D
61% & below	F

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives	Assessment Assignment(s)	Midterm	Intervention Assignment(s)	Final Exam
Define and differentiate childhood speech sound disorders (<i>Depth of Content Knowledge</i>)	X	X		X
Evaluate, compare, and select assessment procedures to differentially diagnose speech sound disorders. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X	X		X
Analyze case history, background and cultural information to design effective assessment plan. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X	X		X
Integrate and interpret assessment results, case history, background and cultural information to determine appropriate speech sound diagnosis. (<i>Depth of Content Knowledge, Advanced Scholarship Through Research or Creative Activity, Effective Critical Thinking and Problem Solving</i>)	X	X		X
Describe, demonstrate, compare and select intervention techniques based on characteristics of a child's speech and diagnosis to promote intelligibility of speech. (<i>Depth of Content Knowledge, Advanced Scholarship Through Research or Creative Activity, Effective Critical Thinking and Problem Solving, Effective Oral communication</i>)			X	X
Write measurable intervention goals appropriate for diagnosis and treatment approach (<i>Effective Critical Thinking and Problem Solving, Effective Written Communication</i>)			X	X

Date approved by the department or school:

October 31, 2018

Date approved by the college curriculum committee:

December 10, 2018

Date approved by the Honors Council (if this is an honors course):**Date approved by CAA: CGS:**