January 24, 2014
2:00-5:00
ADM 204

I. Roll
( ) Alberta Harder (FS)
( ) Soren Orley (FS)
( ) Francisco Miranda (CAS, Chair)
( ) Barbara Harville (CAS)
( ) Mari Ippolito (CAS)
( ) Len Smiley (CAS)
( ) Dave Fitzgerald (CBPP)
( ) Eileen Weatherby (COH)
( ) Irasema Ortega (COE)
( ) Vacancy (CTC)
( ) Utpal Dutta (SOE)
( ) Michael Hawfield (KPC)
( ) Sheri Denison (Mat-su)
( ) Kathrynn Hollis Buchanan (Kod)
( ) Christina Stuive (ADV)

Ex-Officio Members
( ) Susan Kalina
( ) Lora Volden
( ) Michael Worth

II. Approval of the Agenda (pg. 1-2)

III. Approval of Meeting Summary (pg. 3-4)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Francisco Miranda
B. GERC

VI. Program/Course Action Request- Second Readings
Add HNRS A498 Individual Research (1-6 cr)(0+2+12)(pg. 5-8)

VII. Program/Course Action Request- First Readings
Add JUST A356 Organized Crime (3 cr)(3+0)(pg. 9-14)
Chg CPLX A200 Introduction to Complexity (GERC) (3 cr)(3+0)(pg. 15-19)
Add EDSL A201 Foundations of Communication Disorders (3 cr)(3+0)(pg. 20-25)
Add EDSL A301 Anatomy and Physiology of Speech and Hearing (3 cr)(3+0)(pg. 26-31)
Add EDSL A302 Phonetics (3 cr)(3+0)(pg. 32-37)
Add EDSL A303 Language Development Across the Lifespan (3 cr)(3+0)(pg. 38-43)
Add EDSL A401 Phonology and Articulation Development and Disorders (3 cr)(3+0)(pg. 44-50)
Add EDSL A402 Audiology (3 cr)(3+0)(pg. 51-55)
Add EDSL A403 Aural Rehabilitation (3 cr)(3+0)(pg. 56-61)
Add EDSL A410 Speech Science (3 cr)(3+0)(pg. 62-66)
Add EDSL A411 Neurological Foundations of Speech and Hearing (3 cr)(3+0)(pg. 67-72)
Add Minor, Speech-Language Pathology/EDSL (pg. 73-76)
Add Post Baccalaureate Certificate, Speech Language Pathology (pg. 77-81)

VIII. Old Business

IX. New Business
A. Designation for Community-Engaged Learning Courses (pg. 81-83)

X. Informational Items and Adjournment
Undergraduate Academic Board
Summary

December 13, 2013
2:00-5:00
LIB 307

I. Roll
(x) Alberta Harder (FS)
( ) Soren Orley (FS)
(x) Francisco Miranda (CAS, Chair)
(x) Barbara Harville (CAS)
(x) Mari Ippolito (CAS)
(x) Len Smiley (CAS)
(x) Dave Fitzgerald (CBPP)
(x) Eileen Weatherby (COH)
( ) Irasema Ortega (COE)
(x) Jeffrey Callahan (CTC)
(x) Utpal Dutta (SOE)
(e) Kevin Keating (LIB)

Ex-Officio Members
(x) Susan Kalina
(x) Lora Volden
(x) Michael Worth

II. Approval of the Agenda (pg. 1-2)
Approved

III. Approval of Meeting Summary (pg. 3-4)
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden
   Grades are due next week
   Michael has created a website that allows faculty to search for all available course numbers
   (http://www.curric.uaa.alaska.edu/course_number_search.cfm)
   Provided an update for the eCatalog and the curriculum document process

V. Chair’s Report
A. UAB Chair- Francisco Miranda
   Volunteers for the eCatalog Curriculum Documents Committee include Mari Ippolito, Utpal Dutta, and Dave Fitzgerald
B. GERC
   Has not met

VI. Program/Course Action Request- Second Readings

VII. Program/Course Action Request- First Readings
Chg   CIS A330   Database Management Systems (3 cr)(3+0)(pg. 5-8)
Waive first reading, approve for second

Add   CIS A470   Data Warehouses and Business Intelligence (Stacked with CIS A670)
      (3 cr)(3+0)(pg. 9-17)
Waive first reading, approve for second

Add   HNRS A498   Individual Research (1-6 cr)(0+2+12)(pg. 18-21)
Accepted for first reading
Add        HIST A406          Medieval Iberia (3 cr)(3+0)(pg. 22-28)
    Waive first reading, approve for second

Add        HIST A408          Early Modern Iberia (3 cr)(3+0)(pg. 29-35)
    Waive first reading, approve for second

Chg         HIST A453         Cold War America, 1945-1992 (3 cr)(3+0)(pg. 36-42)
    Waive first reading, approve for second

Add        HIST A465          U.S. Foreign Relations Since 1945 (3 cr)(3+0)(pg. 43-48)
    Waive first reading, approve for second

Add        JPN     A391        Selected Topics: Studies in Japanese Culture and Society (3 cr)(3+0)
    (pg. 49-54)
    Waive first reading, approve for second

Add        CSCE A411          Artificial Intelligence (stacked with CSCE A611)(3 cr)(3+0)(pg. 55-62)
Chg         CSCE A412        Evolutionary Computing (stacked with CSCE A612)(3 cr)(3+0)(pg. 63-71)
Chg         CSCE A415        Machine Learning (stacked with CSCE A615)(3 cr)(3+0)(pg. 72-82)
Chg         CSCE A431        Compilers (stacked with CSCE A631)(3 cr)(3+0)(83-91)
Chg         CSCE A446        Digital Media and Interactive Systems (stacked with CSCE A646)
    (3 cr)(3+0)(pg. 92-103)
Chg         CSCE A450        Mobile Robotics (stacked with CSCE A650)(3 cr)(3+0)(pg. 104-113)
Chg         CSCE A460        Database Systems II (stacked with A660)(3 cr)(3+0)(pg. 114-121)
Chg         CSCE A462        Data Mining (stacked with CSCE A662)(3 cr)(3+0)(pg. 122-129)
Chg         CSCE A465        Computer and Network Security (stacked with CSCE A665)
    (3 cr)(3+0)(pg. 130-138)
Chg         CSCE A485        Computer and Machine Vision (stacked with CSCE A685)
    (3 cr)(3+0)(pg. 139-148)
Chg         CSCE A490        Topics in Computer Science and Computer Systems Engineering
    (stacked with CSCE A690)(3 cr)(3+0)(pg. 149-156)

All CSCE courses are waived for first reading and approved for second

VIII. Old Business

IX. New Business
A. Academic Policies regarding Occupational Endorsement Certificates (OEC) (pg. 157-158)
    Motion: The UAB moves to postpone the proposal until January.
    Unanimously Approved

X. Informational Items and Adjournment
### Course Action Request

#### University of Alaska Anchorage

**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC Honors College</td>
<td>No Division Code</td>
<td>HONR</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>HNRS</td>
<td>A498</td>
<td>n/a</td>
<td>1-6</td>
<td>(0+2-12)</td>
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### Complete Course Title

**Individual Research**

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>5. Max Credits</th>
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<tr>
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<td>5</td>
<td>6</td>
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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
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</thead>
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<tr>
<td>A-F</td>
<td>From: Summer/2014</td>
<td>Cross Listed</td>
</tr>
<tr>
<td></td>
<td>To: 99/9999</td>
<td>with</td>
</tr>
</tbody>
</table>

### Impacted Courses or Programs:

List any programs or college requirements that require this course.

---

#### Initiate Name (typed): Kenrick Mock

Initiator Signed Initials: __________

**Date:** __________

---

#### Initiation Email

*submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)*

**Date:** __________

---

### General Education Requirement

Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### Course Description (suggested length 20 to 50 words)

Individual research project under the supervision of a faculty member. The project will include an academic literature review, experimental design, implementation, analysis, and written paper and/or presentation. Special Note: May be repeated for a maximum of 6 credits.

**Course will enable honors students working on multi-disciplinary projects and/or enrolled in degrees that currently do not offer A498 Directed Research the ability to complete individual research.**

---

#### Course Prerequisite(s) (list prefix and number or test code and score)

n/a

#### Co-requisite(s) (concurrent enrollment required)

n/a

#### Other Restriction(s)

- College
- Major
- Class
- Level

#### Registration Restriction(s) (non-codable)

Permission from the University Honors College and approval by a faculty member acting as research project advisor

### Mark if course has fees

- Yes

### Mark if course is a selected topic course

- Yes

### Justification for Action

Course will enable honors students working on multi-disciplinary projects and/or enrolled in degrees that currently do not offer A498 Directed Research the ability to complete individual research.

---

Initiator (faculty only):

Kenrick Mock

Initiator Signed Initials: __________

**Date:** __________

---

Dean/Director of School/College

Approved: __________

Disapproved: __________

Date: __________

---

Undergraduate/Graduate Academic Board Chair

Approved: __________

Disapproved: __________

Date: __________

---

Provost or Designee

Approved: __________

Disapproved: __________

Date: __________
I. Initiation Date: Summer 2014

II. Course Information
   A. College: University Honors College
   B. Course Title: Individual Research
   C. Course Subject/Number: HNRS A498
   D. Credit Hours: 1.0-6.0 Credits
   E. Contact Time: 0+2-12 Contact Time
   F. Grading Information: A-F
   G. Course Description: Individual research project under the supervision of a faculty member. The project will include an academic literature review, experimental design, implementation, analysis, and written paper and/or presentation. Special Note: May be repeated for a maximum of 6 credits.
   H. Status of course relative to degree or certificate program: Upper division elective for any UAA student.
   I. Lab Fees: No
   J. Coordination: UAA Faculty Listserv
   K. Course Prerequisites: n/a
   L. Registration Restrictions: Permission from the University Honors College and approval by a faculty member acting as a research project advisor

III. Course Activities
   This is a research class meeting 2 hours per week per credit to a maximum of 12 hours per week for 15 weeks.

IV. Evaluation
   Course grading is A-F. Evaluation procedures and the criteria for grading are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on the successful completion of the project/research tasks established at the beginning of the course by the faculty advisor and student.

V. Course Level Justification
   This course requires the ability to synthesize existing research to design, develop, and implement a novel research project and communicate the results.

VI. Outline
   There is no fixed or formal outline for this course, given the variable demands and expectations of different research disciplines. At the beginning of the semester, undergraduate students and their faculty mentors will develop a contract outlining specific tasks to be performed by the student researcher. Both the student and faculty
mentor will meet regularly through the semester to discuss relevant issues as they arise in the course of the project. A highly generalized outline for research projects in the sciences is presented below:

Part 1. Literature search and review. Conceptualization of research hypothesis. Framing of working null hypothesis leading to contextual working null hypothesis. Training and review of laboratory and/or field research protocols and techniques. Experimental design.

Part 2. Experimental testing of working hypothesis and data collection. Analysis of data. Finish collecting data.

Part 3. Complete data analysis. Complete final draft of manuscript describing the research results and its significance to the discipline.

Part 4. Submit final draft of research paper, which may be presented as an oral/poster presentation to the host department and/or submitted to the UAA Undergraduate Research Symposium and submitted to a peer-reviewed journal for publication if appropriate.

VII. Instructional Goals and Defined Outcomes
A. Instructional Goals. The Instructor Will:
   1. Describe how to use the scientific method to conduct research.
   2. Demonstrate how to conduct a search of relevant academic literature.
   3. Illustrate the process of experimental design, data collection and analysis.
   4. Describe how to give a research presentation.
   5. Describe how to develop and write a research paper.

B. Defined Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the scientific method by conducting original research.</td>
<td>Faculty mentoring, Literature search and Research project.</td>
</tr>
<tr>
<td>2. Conduct comprehensive literature searches, formulate and test a working hypothesis, analyze data and write a formal research report following instructions to authors in an appropriate peer-reviewed journal.</td>
<td>Research project and Faculty mentoring.</td>
</tr>
<tr>
<td>3. Demonstrate their ability to speak, think, read and write critically by participating in and conducting an original research project.</td>
<td>Research project, Faculty mentoring and Paper and/or poster.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text
The text will vary depending upon the research subject.

IX. Bibliography and Resources
Students are expected to rely on source material relevant and appropriate to the research project in which they are engaged.
# Organized Crime

Provides a review of the operations, structures, history, and theories of organized crime in the United States and internationally.

## Course Action Request

### University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
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<tbody>
<tr>
<td>JUST</td>
<td>A356</td>
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<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3+0)</td>
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<table>
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<tr>
<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
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<tbody>
<tr>
<td>Organized Crime</td>
<td>Academic</td>
<td>Add or Change</td>
<td># of Repeats</td>
<td>A-F</td>
<td>From: Fall/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Max Credits</td>
<td>P/NP</td>
<td>To: /9999</td>
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</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course. Please type into fields provided in table.</td>
<td>Date: October 16, 2013</td>
<td>Date: October 16, 2013</td>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST A110 or LEGL A101 with a minimum grade of D</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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<table>
<thead>
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<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Junior or Senior standing.</td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
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<td>Level</td>
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</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Justification for Action

This course strengthens existing offerings by expanding the number of courses available for the Bachelor of Arts degree in Justice.
I. Date of Initiation: December 2013

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: JUST
C. Course Number: A356
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Organized Crime
H. Grading Basis: A-F
I. Implementation Date: Fall/2014
J. Cross-listed/Stacked: N/A
K. Course Description: Provides a review of the operations, structures, history, and theories of organized crime in the United States and internationally. Emphasis is given to the implications of organized crime on the development of criminological theory, and the impact organized crime has on the legal and criminal justice system in the United States.
L. Course Prerequisites: (JUST A110 or LEGL A101) with a minimum grade of D.
M. Course Co-requisites: N/A
N. Other Restrictions: Class
O. Registration Restrictions: Junior or Senior standing.
P. Course Fees: No
Q. Course Attributes: N/A

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Describe the historical development of organized crime with an emphasis on the European and American historical roots.
   2. Present the evolution and the current state of organized crime theoretical paradigms.
   3. Present the institutional impact of organized crime on the American criminal justice system.
   4. Identify the activities of organized crime groups and discuss their processes.
   5. Discuss the emerging international organized crime groups and their connection to domestic criminal enterprises.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate effect of history on current organized crime groups and practices.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>2. Compare theoretical paradigms with current criminal justice policies and responses.</td>
<td>Examinations, writing assignments, faculty directed discussions.</td>
</tr>
<tr>
<td>3. Distinguish among the sources, types, and socio-political influences on formation of organized criminal activity.</td>
<td>Examinations.</td>
</tr>
<tr>
<td>4. Categorize the different businesses and activities of organized crime.</td>
<td>Examinations, writing assignments.</td>
</tr>
<tr>
<td>5. Articulate contemporary scholarship on organized crime.</td>
<td>Written assignments, faculty directed discussions, presentations.</td>
</tr>
<tr>
<td>6. Determine the effectiveness of criminal justice responses to organized crime.</td>
<td>Group exercises, written assignments, presentations.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

The class builds upon course work presented in lower division justice courses; and provides in-depth coverage of the empirical and methodological issues present in the study of organized crime.

V. Topical Course Outline

1. Definitions and structure of organized crime
   1.1. Different definitions of organized crime
   1.2. Bureaucratic/Corporate Model
   1.3. Patron/Client Networks
2. Theories of organized crime
   2.1. Sociological explanations
   2.2. Psychological explanations
3. History of organized crime
   3.1. American historical roots
   3.2. Organized crime in New York
   3.3. Organized crime in Chicago
4. Domestic organized crime groups
   4.1. Outlaw motorcycle clubs
   4.2. Black organized crime
5. International organized crime groups
   5.1. Latino organized crime
   5.2. Italian organized crime
   5.3. Russian organized crime
   5.4. Asian organized crime
6. Businesses of organized crime
6.1. Gambling
6.2. Loansharking
6.3. Theft
6.4. Fencing
6.5. Sex
6.6. Trafficking in persons and arms
6.7. The drug business
6.8. Labor, business and money laundering

7. Criminal justice response to organized crime
7.1. Legal statutes
7.2. Law enforcement
7.3. Enforcement agencies
7.4. Investigative tools
7.5. Overview of case-flow and processing

8. Political nature of organized crime
8.1. Socio-political impacts on organized crime
8.2. Terrorism versus organized crime
8.3. Organized crime and the political system

9. Future trends in organized crime
9.1. Power of legitimacy
9.2. Demography
9.3. Economics
9.4. Immigration and border porosity

VI. Suggested Texts


VII. Bibliography


* Denotes classical text
### 1. School or College
- HC Honors College

### 2. Course Prefix
- CPLX

### 3. Course Number
- A200

### 4. Previous Course Prefix & Number
- 

### 5. Credits/CEUs
- 3

### 6. Complete Course Title
- Introduction to Complexity

### 7. Type of Course
- Academic

### 8. Type of Action: Add or Change or Delete

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<td>Test Score Prerequisites</td>
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<td>Registration Restrictions</td>
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### 9. Repeat Status
- No

### 10. Grading Basis
- A-F
- P/NP
- NG

### 11. Implementation Date
- From: Fall/2013
- To: 

### 12. Cross Listed with
- 

### 13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

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<td>Catalog Page(s) Impacted</td>
<td>Date of Coordination</td>
<td>Chair/Coordinator Contacted</td>
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<td>1. see attached table</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
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### 13b. Coordination Email
- Date: 03/29/2013

Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 03/29/2013

### 14. General Education Requirement
- Mark appropriate box:
  - Oral Communication
  - Written Communication
  - Quantitative Skills
  - Humanities
  - Fine Arts
  - Social Sciences
  - Natural Sciences
  - Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)

Complex systems provide a new set of methodologies to analyze the emergent properties of nonlinear systems that cannot be fully understood by a description of their component parts. This is an introductory class that teaches students how to view, formulate, analyze and solve problems using a network or systematic perspective.

### 16a. Course Prerequisite(s) (list prefix and number)
- MATH A107 or MATH A172

### 16b. Test Score(s)
- 

### 16c. Co-requisite(s) (concurrent enrollment required)
- 

### 16d. Other Restriction(s)
- College
- Major
- Class
- Level

### 17. Mark if course has fees
- 

### 18. Mark if course is a selected topic course
- 

### 19. Justification for Action

Update of the course content guide to reflect the state-of-the-art of complex systems and the course content.
Course Content Guide
University of Alaska Anchorage
University Honors College

I. Revision Date: March 22nd, 2013

II. Course Information
A. College: University Honors College
B. Course Subject/Number: CPLX A200
C. Credits: 3
D. Contact Hours: (3 + 0) 45 contact lecture hours (3 contact lecture hour/week x 15 weeks = 45) plus 0 lab hours plus 30 hours outside work (2 hours outside lecture/week x 15 weeks = 30) for a total of 45 hours
E. Course Title: Introduction to Complexity
F. Repeat Status: No
G. Grading Basis: A-F
H. Course Description: Complex systems provide a new set of methodologies to analyze the emergent properties of nonlinear systems that cannot be fully understood by a description of their component parts. This is an introductory class that teaches students how to view, formulate, analyze and solve problems using a network or systematic perspective.
I. Course Prerequisites: MATH A107 or MATH A172
J. Fees: None

III. Course Level Justification

This is an introductory course that builds upon mathematical concepts presented at the 100 level.

IV. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide an overview of a wide range of topics related to complex systems including but not limited to: non-linearity, network science, idea models, chaos, Turing machines, evolution, genetics.</td>
</tr>
<tr>
<td>2.</td>
<td>Introduce students to the terminology and processes that are used to describe and model complex systems. Introduce students to the principles used to describe and model complex systems.</td>
</tr>
<tr>
<td>3.</td>
<td>Illustrate the applications of the scientific method to complex systems, and the</td>
</tr>
</tbody>
</table>
limitations in the predictions of their behavior obtained by analysis of historical
data or modeling.

4. Describe various approaches to measure complexity in the natural and artificial
systems.

5. Provide case studies that illustrate how complex network problems are
simplified, idealized and modeled in a computer simulation. The case studies
will be drawn from the fields of biology, environmental sciences, social
networks, agricultural, economics, and human physiology to name a few.

6. Provide in-depth analysis of the network approach to view and solve problems.
These methods include small world networks, scale free networks, network
clustering, robustness and bottlenecks.

7. Introduce evolutionary techniques as an automatic stochastic search tool that
can be used to find solutions for various problems.

<table>
<thead>
<tr>
<th>B. Student Outcomes. Students will be able to:</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand complex system terminology and formal methods to describe and analyze such systems.</td>
<td>Assignments, Exams, Oral Presentation, Written Report</td>
</tr>
<tr>
<td>2. Apply scientific methods to analyze given system(s): component definition, connectivity topology, overall network architecture, timing schemas, emergent properties.</td>
<td>Assignments, Exams, Oral Presentation, Written Report</td>
</tr>
<tr>
<td>3. Describe models used to represent complex systems.</td>
<td>Assignments, Exams, Oral Presentation, Written Report</td>
</tr>
<tr>
<td>4. Design high-level models of complex systems.</td>
<td>Assignments, Exams, Oral Presentation, Written Report</td>
</tr>
<tr>
<td>5. Work in a small, collaborative, multidisciplinary group of students.</td>
<td>Oral Presentation, Written Report</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation
A. Assignments
B. Exams
C. Oral presentation (case study or issue related to topics discussed in class)
D. Written report (case study or issue related to topics discussed in class)

VI. Topical Course Outline

A. Definitions of Complex Systems
   1. Motivation and examples: natural, artificial (designed/evolved)
   2. Self-assembly and criticality (condensation)
   3. History: from Aristotle to Maxwell to Kaufman

B. Non-Linear Systems

C. Chaos
   1. Sensitivity of initial configuration
   2. Bifurcation, amplitude doubling
   3. Computation on the Edge of Chaos

D. Fractals

E. Certainty/prediction

F. Laws of Thermodynamics

G. Architecture of Complex Systems
   1. Information
   2. Computation
   3. Evolution
   4. Timing: Synchronous, asynchronous

H. Information Theoretic Tools for Complexity

I. Design
   1. By human

J. Cellular Automata
   1. Game of Life
   2. Universal Touring machine
   3. Computation via particles
   4. One and two dimensions

K. Living Systems
   1. Information
   2. Signaling, timing.

L. Multi-agent Modeling
   1. Multi-agent simulations
   2. Net-logo programming

M. Networks
   1. Small world networks
   2. Internet
   4. Robustness, redundancy, clustering
5. Scale free networks

VII. Suggested Texts

VIII. Bibliography


**Course Action Request**
**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<td>No Division Code</td>
<td>Special Education</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL</td>
<td>A201</td>
<td>n/a</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**

*Foundations of Communication Disorders*

Foundation Communication Dis

Abbreviated Title for Transcript (30 character)

7. **Type of Course**

- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. **Type of Action:**

- [ ] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Course Number
- [ ] Contact Hours
- [ ] Title
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Course Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] Level
  - [ ] College
  - [ ] Major
  - [ ] Other (please specify)

9. **Repeat Status No**

- [ ] # of Repeats 0
- [ ] Max Credits n/a

10. **Grading Basis**

- [ ] A-F
- [ ] P/NP
- [ ] NG

11. **Implementation Date**

- From: Fall/2014
- To: /9999

12. [ ] Cross Listed with

13a. **Impacted Courses or Programs**: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<td>2. COH</td>
<td>courtesy email</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ellen Brigham

Initiator Signed Initials: __________ Date: __________

13b. **Coordination Email**

Date: 11/25/13

submitted to Faculty Listerv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**

Date: 11/12/13

14. **General Education Requirement**

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

15. **Course Description** *(suggested length 20 to 50 words)*

Examines common developmental and acquired speech, language, and hearing disorders including etiologies, characteristics, prevention, assessment, and intervention. Multicultural communication differences are considered. The interdisciplinary nature of the field of communication disorders is described, particularly as it relates to educational, health, and developmental settings.

16a. **Course Prerequisite(s) (list prefix and number or test code and score)**

n/a

16b. **Co-requisite(s) (concurrent enrollment required)**

n/a

16c. **Other Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

16d. **Registration Restriction(s) (non-codable)**

n/a

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. **Justification for Action**

This is a required course for the Minor in Speech-Language Pathology.

Initiator (faculty only) Date

[Ellen Brigham](mailto:Ellen.Brigham@uaa.alaska.edu)

Initiator (TYPE NAME)

[☑ Approved] [☐ Disapproved]

Dean/Director of School/College Date

[☑ Approved] [☐ Disapproved]

Undergraduate/Graduate Academic Date

[☐ Approved] [☐ Disapproved]

Board Chair Date

[☑ Approved] [☐ Disapproved]

Provost or Designee Date

[20]
Course Content Guide  
University of Alaska Anchorage  
College of Education

I. Date Initiated: 9/10/13

II. Information for the Course Action Request

College/School: EA College of Education
Department: Special Education
Subject: EDSL
Course Number: A201
Title: Foundations of Communication Disorders
Credits: 3
Grading Basis: A-F
Implementation Date: Fall 2014
Course Description: Examines common developmental and acquired speech, language, and hearing disorders including etiologies, characteristics, prevention, assessment, and intervention. Multicultural communication differences are considered. The interdisciplinary nature of the field of communication disorders is described, particularly as it relates to educational, health, and developmental settings.

Course Prerequisites(s): none
Test Scores(s): none
Corequisite(s): none
Registration Restrictions: none
Course Fee: ☐ Yes ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the scope of the field of communication disorders (speech-language pathology and audiology).</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the basic anatomical and physiological processes involved in speech, language, and hearing.</td>
</tr>
<tr>
<td>3.</td>
<td>Describe typical speech and language development.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify the characteristics of common communication disorders.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss etiology, related assessment, and intervention for common communication disorders.</td>
</tr>
<tr>
<td>6.</td>
<td>Discuss the effect of communication disorders on an individual’s daily life.</td>
</tr>
<tr>
<td>7.</td>
<td>Discuss the importance of knowledge of multicultural social and communication differences within the field of communication disorders.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Describe the scope of the field of communication disorders.</td>
<td>Exam, observation reflection</td>
<td>*IV-D</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>2. Identify and label structures involved in communication (e.g. respiration, phonation, auditory).</td>
<td>Exam</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>3. Describe typical speech and language development.</td>
<td>Exam, web project</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>4. Provide general descriptions of common speech</td>
<td>Exam, team Public Service Information (PSI) project,</td>
<td>IV-C</td>
<td>Intellectual vitality, Collaborative</td>
</tr>
<tr>
<td></td>
<td>Language, and hearing disorders in children and adults.</td>
<td>Observation reflection</td>
<td>Spirit</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td>------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>5.</td>
<td>Describe the basic principles of prevention, assessment, and intervention for communication disorders.</td>
<td>Exam, case studies, observation reflection</td>
<td>IV-D Intellectual vitality</td>
</tr>
<tr>
<td>6.</td>
<td>Explain the impact of communication disorders on daily living activities.</td>
<td>Exam, PSI project, presentation</td>
<td>IV-D Intellectual vitality, Collaborative spirit</td>
</tr>
<tr>
<td>7.</td>
<td>Identify cultural and ethical considerations in communication disorders.</td>
<td>Exams, case studies, observation reflection</td>
<td>IV-D Intellectual vitality, Inclusiveness and equity</td>
</tr>
</tbody>
</table>


**IV. Course Level Justification**
This course is required for the Speech-Language Pathology Minor.

**V. Course Outline**

1. Career Options in Communication Disorders
   1.1 Speech-Language Pathology
   1.2 Audiology
   1.3 Related professions and interdisciplinary teams

2. Anatomy and Physiology Related to Speech and Hearing
   2.1 Systems supporting speech
   2.2 Speech production process
   2.3 Process of hearing
3. Communication Development
   - 3.1 Speech and language development across the lifespan
   - 3.2 The role of culture and environment in communication development
   - 3.3 Difference vs. disorder

4. Assessment and Intervention
   - 4.1 Assessment process and procedures
   - 4.2 Selection of targets and goals for remediation
   - 4.3 Basic procedures in treatment and intervention
   - 4.4 Augmentative/alternative communication

5. Common Disorders
   - 5.1 Child language disorders
   - 5.2 Adult language disorders
   - 5.3 Fluency disorders
   - 5.4 Voice disorders
   - 5.5 Articulation disorders
   - 5.6 Cleft lip and palate
   - 5.7 Neurogenic speech disorders
   - 5.8 Swallowing disorders
   - 5.9 Hearing loss

VI. Suggested Text(s)


VII. Bibliography


1a. School or College  
EA COE  
1b. Division  
No Division Code  
1c. Department  
Special Education

2. Course Prefix  
EDSL

3. Course Number  
A301

4. Previous Course Prefix & Number  
n/a

5a. Credits/CEUs  
3

5b. Contact Hours (Lecture + Lab)  
(3+0)

6. Complete Course Title  
Anatomy and Physiology of Speech and Hearing  
Anat. & Phys Sp and Hearing

Abbreviated Title for Transcript (30 character)  
7. Type of Course  
☐ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  ☑ Add  ☐ Change  ☐ Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement
- Class  ☐ Level  ☐ College  ☐ Major  ☐ Other (please specify)

9. Repeat Status No  # of Repeats  0  Max Credits n/a

10. Grading Basis  
☐ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
From:  Fall/2014  To:  /9999

12. Cross Listed with  
Stacked with  
Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

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<td>courtesy email</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ellen Brigham  
Initiator Signed Initials: _________  
Date: __________

13b. Coordination Email  
Date: 11/25/13

submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 11/12/13

14. General Education Requirement  
Mark appropriate box:

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)  
Examines the anatomy and physiology of the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, nervous system, auditory system, and mastication/deglutition. Examines the relationship between anatomy, physiology, and disorders of communication.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
n/a

16b. Co-requisite(s) (concurrent enrollment required)  
n/a

16c. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)  
Departmental approval

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This is a required course for the both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.

Initiator (faculty only)  
Ellen Brigham  
Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved  
Dean/Director of School/College  
Date

☐ Approved  ☐ Disapproved  
Department Chair  
Date

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date

☐ Approved  ☐ Disapproved  
College/School Curriculum Committee Chair  
Provost or Designee  
Date
I. Date Initiated: 9/10/13

II. Information for the Course Action Request

College/School: EA College of Education
Department: Special Education
Subject: EDSL
Course Number: A301
Title: Anatomy and Physiology of Speech and Hearing
Credits: 3
Grading Basis: A-F
Implementation Date: Fall 2014
Course Description: Examines the anatomy and physiology of the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, nervous system, auditory system, and mastication/deglutition. Examines the relationship between anatomy, physiology, and disorders of communication.

Course Prerequisites(s): none
Test Scores(s): none
Corequisite(s): none
Registration Restrictions: Departmental approval
Course Fee: ☐ Yes ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Identify and describe the anatomical structures associated with human communication.

2. Describe the physiological processes required for human communication.

3. Discuss the relationship between anatomy, physiology, and disorders of communication.

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
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</tr>
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</table>

1. Identify the major anatomical structures and systems for speech-language, mastication/deglutition, and hearing. | Exam, electronic reference guide, systems project | *IV-B | Intellectual vitality, Collaborative spirit |

2. Describe the physiological functions of the anatomical structures and systems. | Exam, electronic reference guide, systems project | IV-B | Intellectual vitality, Collaborative spirit |

3. Identify or describe the difference between normal anatomic variations and the anatomical and physiological changes that result in a communication disorder. | Exam, electronic reference guide, presentation | IV-B, IV-C | Intellectual vitality |

IV. Course Level Justification
This is a required course for the Speech-Language Pathology Minor and Post-Baccalaureate Certificate.

V. Course Outline
1. Basic Elements and Terminology
   1.1 The subdivisions of anatomy/physiology
   1.2 Anatomical orientation and planes
   1.3 General body systems
   1.4 The four general tissue types

2. Respiratory System
   2.1 The support structure of respiration
   2.2 The muscles of inspiration and expiration
   2.3 The physiology of respiration
   2.4 Measurement of respiration
   2.5 The respiratory cycle
   2.6 Volumes, capacities, and pressure
   2.7 Muscular activity during respiration

3. Phonatory System
   3.1 The anatomy of the larynx: muscles, joints, membranes, bones, and cartilages
   3.2 Speech and nonspeech laryngeal functions
   3.3 Theories of phonation
   3.4 Glottal cycle
   3.5 Vocal fold pathology

4. Articulation/Resonance System
   4.1 The source filter theory of vowel production
   4.2 The articulators
   4.3 Bones of the face and cranial skeleton
   4.4 Dentition and cavities of the vocal tract
   4.5 Muscles of the face and mouth
   4.6 Cleft palate

5. Mastication and Deglutition
   5.1 Stages of mastication and deglutition
   5.2 Neurophysiological underpinnings of mastication and deglutition
   5.3 Developmental issues
   5.4 Dysphagia

6. Auditory Anatomy and Physiology
   6.1 The structures of the outer, middle, and inner ear
6.2 The function of the outer, middle, and inner ear
6.3 Ear pathology

7. The Nervous System
7.1 The divisions of the nervous system
7.2 The anatomy of the central and peripheral nervous systems
7.3 The neuron
7.4 Higher functioning: motor system lesions, afferent inputs, association regions, hemispheric specialization, lesion studies, and motor control for speech

VI. Suggested Text(s)


VII. Bibliography


## Course Action Request
**University of Alaska Anchorage**
Proposal to Initiate, Add, Change, or Delete a Course

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<td>A302</td>
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<tr>
<td>4. Previous Course Prefix &amp; Number</td>
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<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title
**Phonetics**
*Abbreviated Title for Transcript (30 character)*

### 7. Type of Course
- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action:
- [x] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other (please specify)
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Registration Restrictions
- General Education Requirement

### 9. Repeat Status
- Status No: 0
- # of Repeats: 0
- Max Credits: n/a

### 10. Grading Basis
- [x] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date
- Semester/Year: Fall/2014 to 9999

### 12. Cross Listed with
- [ ] Stack with

### 13a. Impacted Courses or Programs
- List any programs or college requirements that require this course.

#### Impacted Program/Course
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 14. General Education Requirement
Mark appropriate box:
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 15. Course Description
*Suggested length 20 to 50 words*

Explores the production, classification, and transcription of speech sounds. Develops skills in transcription of speech at the vowel, consonant, and single-word level as well as connected speech. Differentiates speech disorders from dialectic variations.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
- n/a

### 16b. Co-requisite(s) (concurrent enrollment required)
- n/a

### 16c. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16d. Registration Restriction(s) (non-codable)
- Departmental approval

### 17. Mark if course has fees
- [ ]

### 18. Mark if course is a selected topic course
- [ ]

### 19. Justification for Action
This is a required course for both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.

---

**Initiator Name (typed): Ellen Brigham**

**Initiator Signed Initials:**

**Date:**

**13b. Coordination Email**
- Date: 11/25/13
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
- Date: 11/12/13

**14. General Education Requirement**
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- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

**15. Course Description**
Explores the production, classification, and transcription of speech sounds. Develops skills in transcription of speech at the vowel, consonant, and single-word level as well as connected speech. Differentiates speech disorders from dialectic variations.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**
- n/a

**16b. Co-requisite(s) (concurrent enrollment required)**
- n/a

**16c. Other Restriction(s)**
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s) (non-codable)**
- Departmental approval

**17. Mark if course has fees**
- [ ]

**18. Mark if course is a selected topic course**
- [ ]

**19. Justification for Action**
This is a required course for both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.

---

**Initiator (faculty only) Date**
- [x] Approved
- [ ] Disapproved

**Dean/Director of School/College Date**
- [ ] Approved
- [ ] Disapproved

**Undergraduate/Graduate Academic Date**
- [x] Approved
- [ ] Disapproved

**Board Chair Date**
- [x] Approved
- [ ] Disapproved

**Provost or Designee Date**
- [x] Approved
- [ ] Disapproved

---

32
I. Date Initiated: 9/10/13

II. Information for the Course Action Request

College/School: EA College of Education
Department: Special Education
Subject: EDSL
Course Number: A302
Title: Phonetics
Credits: 3
Grading Basis: A-F

Course Description: Explores the production, classification, and transcription of speech sounds. Develops skills in transcription of speech at the vowel, consonant, and single-word level as well as connected speech. Differentiates speech disorders from dialectic variations.

Course Prerequisites(s): none
Test Scores(s): none
Corequisite(s) none

Registration Restrictions: Departmental approval

Course Fee: Yes ☐  No ☒
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Explain the fundamentals of phonetics and the International Phonetic Alphabet (IPA).
2. Discuss the anatomy of the speech mechanism and describe the relationship to different aspects of speech production.
3. Explain vowel concepts and classifications and phonetic codes for English vowels.
4. Identify English consonants and their IPA codes.
5. Discuss the concept of assimilation, including explanation of the suprasegmental aspects of speech and the transcription codes appropriate to connected speech.
6. Discuss typical phonological development and present methods for analyzing phonological development.
7. Present transcription of the speech of individuals learning English as a second language or having a dialect other than Standard American English.
8. Discuss various regional and cultural dialects, including differences between a speech disorder and a dialectical variation.

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Identify symbols from IPA and transcribe speech sounds produced by typical speakers.</td>
<td>Transcription exercises, written reflections</td>
<td>*IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>2. Identify the articulators, describe how voiced and unvoiced cognates are produced, and explain the processes used to produce stress and</td>
<td>Midterm and final exam, project/presentation</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Assessment</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Transcribe vowel sounds produced by typical and atypical speakers into IPA codes.</td>
<td>Transcription exercises, written reflection</td>
<td>IV-B</td>
</tr>
<tr>
<td>4</td>
<td>Classify English consonants and transcribe words produced by typical speakers with a focus on transcription of consonants into IPA codes.</td>
<td>Transcription exercises, written reflection</td>
<td>IV-B</td>
</tr>
<tr>
<td>5</td>
<td>Transcribe connected speech and identify assimilation and intonation patterns.</td>
<td>Transcription exercises, written reflection</td>
<td>IV-B</td>
</tr>
<tr>
<td>6</td>
<td>Transcribe spoken words and identify phonological patterns being used by the speaker.</td>
<td>Transcription exercises, written reflection</td>
<td>IV-B</td>
</tr>
<tr>
<td>7</td>
<td>Transcribe the speech of individuals learning English as a second language or having a dialect other than Standard American English.</td>
<td>Transcription exercises, written reflection</td>
<td>IV-B</td>
</tr>
<tr>
<td>8</td>
<td>Identify and analyze the impact of phonological differences related to dialect or second language acquisition on multiple aspects of an individual’s life and discuss ethical issues in the provision of</td>
<td>Written report</td>
<td>IV-B, IV-E</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This is a required course for the Speech-Language Pathology Minor and Post-Baccalaureate Certificate.

V. Course Outline
1. Introduction to Phonetics
   1.1 Differentiating phonemes from letters and morphemes
   1.2 Locating and using internet sources for IPA fonts

2. Anatomy of the Speech Mechanism
   2.1 Articulators
   2.2 Voiced and unvoiced cognates
   2.3 Stress and intonation
   2.4 Respiratory support for speech
   2.5 Voice

3. Vowel Transcription
   3.1 English vowels
   3.2 Vowel definition
   3.3 Vowel transcription into IPA codes

4. Consonant Transcription
   4.1 English consonants
   4.2 Consonant definition
   4.3 Consonant transcription into IPA codes

5. Connected Speech
   5.1 Transcribe connected speech

6. Clinical Phonetics
   6.1 Phonological analysis
   6.2 Phonology disorders
7. Dialects

<table>
<thead>
<tr>
<th>7.1</th>
<th>Dialectical variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Communication disabilities vs. dialectical variations</td>
</tr>
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</table>

VI. Suggested Text(s)


VII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
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<th>1b. Division</th>
<th>1c. Department</th>
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<td>EA COE</td>
<td>No Division Code</td>
<td>Special Education</td>
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<tr>
<th>2. Course Prefix</th>
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<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>EDSL</td>
<td>A303</td>
<td>n/a</td>
<td>3</td>
<td>(Lecture + Lab)</td>
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<td></td>
<td></td>
<td></td>
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<td>(3+0)</td>
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<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Language Development Across the Lifespan</td>
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<tr>
<td>Lang Devel Across Lifespan</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td>or Change</td>
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<td>or Delete</td>
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<th>11. Implementation Date</th>
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<tr>
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<td>Stacked with</td>
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<tr>
<td>Cross-Listed Coordination Signature</td>
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<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
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<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
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<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>Date: 11/25/13</td>
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<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<th>13c. Coordination with Library Liaison</th>
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<td>Date: 11/12/13</td>
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<th>14. General Education Requirement</th>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>Written Communication</td>
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Explores the normal acquisition of language. This includes the components, the perceptual, social, and cognitive bases, theories of language development, and how language evolves from infancy through adulthood. The impact of second language learning and cultural influences on language development will also be explored.

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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>This is a required course for both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.</td>
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| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| 16b. Co-requisite(s) (concurrent enrollment required) |
| n/a                                                       |

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<td>Class</td>
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<tr>
<td>Level</td>
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| 16d. Registration Restriction(s) (non-codable) |
| Departmental approval     |

| 17. Mark if course has fees |
| 18. Mark if course is a selected topic course |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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<tbody>
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<tr>
<th>Initiator Name (typed): Ellen Brigham</th>
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</thead>
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<tr>
<td>Initiator Signed Initials:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
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<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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</table>
Course Content Guide  
University of Alaska Anchorage  
College of Education

I. Date Initiated: 9/10/13

II. Information for the Course Action Request

College/School: EA College of Education

Department: Special Education

Subject: EDSL

Course Number: A303

Title: Language Development Across the Lifespan

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2014

Course Description: Explores the normal acquisition of language. This includes the components, the perceptual, social, and cognitive bases, theories of language development, and how language evolves from infancy through adulthood. The impact of second language learning and cultural influences on language development will also be explored.

Course Prerequisites(s): none

Test Scores(s): none

Corequisite(s): none

Registration Restrictions: Departmental approval

Course Fee: □ Yes  ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Describe and compare theories of language development.
2. Delineate the components of language.
3. Present and discuss the perceptual, social, and cognitive bases of language development.
4. Describe language development across the lifespan.
5. Describe and demonstrate language sample analysis methods.
6. Discuss the role of language in literacy development.
7. Discuss cultural factors, bidialectism and bilingualism and their influence on first and second language development.

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<td>Upon successful completion of the course, the student will be able to do the following:</td>
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<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Discuss key points regarding the major theories of language acquisition.</td>
<td>Exam, group project</td>
<td>*IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>2. Identify the components of language.</td>
<td>Exam, language sample analysis</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>3. Identify cognitive, perceptual and social-interactive bases of language development.</td>
<td>Exam, presentation, research article review</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>4. Identify and analyze caregiver behaviors that facilitate communication development in infants.</td>
<td>Exam, video analysis</td>
<td>IV-B, IV-D</td>
<td>Intellectual vitality, Inclusiveness and equity</td>
</tr>
<tr>
<td>5. Identify milestones in the development of language</td>
<td>Exam, presentation, language sample analysis</td>
<td>IV-B, IV-D</td>
<td>Intellectual vitality</td>
</tr>
</tbody>
</table>
content, form, and use (phonology, morphology, syntax, semantics, and pragmatics).

6. Identify language skills that support reading and writing development.
   Exam, research article review, presentation
   IV-B
   Intellectual vitality

7. Explore the influence of bilingualism and bidialectism on language development.
   Exam, research article review, reflection assignment
   IV-B
   Intellectual vitality, Inclusiveness and equity


IV. Course Level Justification
This is a required course for the Speech-Language Pathology Minor and Post-Baccalaureate Certificate.

V. Course Outline
1. Defining Terms and Describing Language Development
   1.1 Defining speech, language, communication
   1.2 Properties of language
   1.3 Components of language
   1.4 Theories of language development

2. Developmental Bases of Early Language and Speech Development
   2.1 Sensation, perception, motor control, cognition, and learning
   2.2 Socialization and early communicative behavior
   2.3 Maternal communication behaviors
   2.4 Multicultural differences

3. Language Learning and Language Sample Analysis
   3.1 Infant/toddler
   3.2 Preschool
   3.3 Early school age
3.4 Adolescent and adult

4. School Age Literacy Development
   4.1 Reading development
   4.2 Writing Development

5. Language differences
   5.1 Dialects
   5.2 Bilingualism and Bidialectism

VI. Suggested Text(s)


VII. Bibliography


### Course Action Request
#### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>EDSL</td>
<td>A401</td>
<td>n/a</td>
<td>3</td>
<td>(3+0)</td>
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### Complete Course Title
Phonology and Articulation Development and Disorders
Phono & Artic Devel & Disord

### Abbreviated Title for Transcript (30 character)

### Type of Course
- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

### Type of Action
- Add
- Change
- Delete

### Repeat Status
- No
- # of Repeats: 0
- Max Credits: n/a

### Grading Basis
- A-F
- P/NP
- NG

### Implementation Date
From: Fall/2014
To: 9999

### Cross Listed with
- Stacked with

### Mark if course has fees
- Approved
- Disapproved

### Mark if course is a selected topic course
- Approved
- Disapproved

### Justification for Action
This is a required course for both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.

---

**Initiator Name (typed): Ellen Brigham**

**Initiator Signed Initials:**

**Date:**

**Initiator (faculty only)**

**Ellen Brigham**

**Initiator (TYPE NAME)**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date**

**Approved**

**Undergraduate/Graduate Academic**

**Date**

**Disapproved**

**Board Chair**

**Date**

**Approved**

**Provost or Designee**

**Date**

---
I. Date Initiated: 9/10/13

II. Information for the Course Action Request

College/School: EA College of Education

Department: Special Education

Subject: EDSL

Course Number: A401

Title: Articulation & Phonological Development & Disorders

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2014

Course Description: Explores articulation and phonological development, as well as disorders in relation to acquisition, multicultural factors, appraisal, differential diagnosis, and remediation.

Course Prerequisites(s): EDSL A302 [with a C or better]

Test Scores(s): none

Corequisite(s): none

Registration Restrictions: Departmental approval

Course Fee: ☐ Yes ☒ No
### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Define and differentiate terminology related to articulation development and disorders vs. phonological development and disorders.</td>
</tr>
<tr>
<td>2.</td>
<td>Present typical articulation and phonological development and describe and discuss articulation and phonological disorders.</td>
</tr>
<tr>
<td>3.</td>
<td>Identify phonological processes involving consonants, vowels, and syllables.</td>
</tr>
<tr>
<td>4.</td>
<td>Explore multicultural and dialectal variations in articulation and phonological development.</td>
</tr>
<tr>
<td>5.</td>
<td>Present and discuss basic principles of evaluating and assessing individuals with articulation and phonological disorders.</td>
</tr>
<tr>
<td>7.</td>
<td>Present and demonstrate evidence-based phonological intervention approaches.</td>
</tr>
</tbody>
</table>

#### B. Student Learning Outcomes/Assessment Procedures

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<p>| | |</p>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define and differentiate terminology related to articulation vs. phonology. Exam *IV-B Intellectual vitality</td>
</tr>
<tr>
<td>2.</td>
<td>Summarize and critique a research article on articulation or phonological development or disorders and present it to the class indicating its clinical application. Research article review, presentation IV-B, IV-C, IV-F Intellectual vitality</td>
</tr>
<tr>
<td>3.</td>
<td>Identify a child’s phonological patterns given a Exam, group project IV-D Intellectual vitality</td>
</tr>
</tbody>
</table>
4. Evaluate cultural and dialectal contributions to an individual phonological rule system. | Exam, case study, research article review, presentation | IV-B | Intellectual vitality, Inclusiveness and equity |
---|---|---|---|
5. Plan and conduct a speech and oral mechanism assessment and summarize results. | Speech screening assignment | IV-D | Intellectual vitality |
---|---|---|---|
6. Select targets and design a treatment session for a child with an articulation disorder given a case history and assessment results. | Articulation treatment assignment | IV-D | Intellectual vitality, Inclusiveness and equity |
---|---|---|---|
7. Select targets and design a treatment session for a child with a phonological disorder given a case history and assessment results. | Phonological treatment assignment | IV-D | Intellectual vitality, Inclusiveness and equity |
---|---|---|---|

IV. Course Level Justification
This is a required course for the Speech-Language Pathology Minor and Post-Baccalaureate Certificate.

V. Course Outline
1. Defining Basic Terms and Concepts
   1.1 Articulation and speech sounds
   1.2 Phonology and phonemes
   1.3 Articulation disorders vs. phonological disorders
2. Articulatory Phonetics
   2.1 Vowels vs. consonants
   2.2 Sounds in context: coarticulation and assimilation
   2.3 Syllable structure
   2.4 Phonetics and use of diachritics
   2.5 Dialects and multicultural differences

3. Theoretical Considerations
   3.1 Distinctive feature theories
   3.2 Generative phonology
   3.3 Natural phonology
   3.4 Linear vs. nonlinear phonologies

4. Normal Articulation and Phonological Development
   4.1 Structural and functional development
   4.2 Perceptual development
   4.3 Pre-linguistic stages
   4.4 Transition from babbling to first words
   4.5 The first 50 words
   4.6 Preschool development
   4.7 School age development

5. Collecting Assessment Data
   5.1 Screening and evaluation process
   5.2 Articulation and phonological tests
   5.3 Spontaneous speech samples
   5.4 Measuring intelligibility
   5.5 Oral speech mechanism evaluation
   5.6 Additional assessment measures
   5.7 Special considerations: dialect speakers and speakers of English as a second language

6. Diagnosis
   6.1 Preliminary analysis: inventory and distribution of speech sounds
   6.2 Phonetic vs. phonemic diagnosis
   6.3 Determining severity and prognosis
   6.4 Summarizing and reporting results

7. Treatment
   7.1 Therapy for phonetic errors
   7.2 Therapy for phonemic errors

8. Articulation and Phonological Disorders in Selected Populations
   8.1 Childhood apraxia, cerebral palsy, cleft lip and palate, hearing impairment, acquired apraxia and dysarthria, and cognitive impairment
VI. **Suggested Text(s)**


VII. **Bibliography**


**Course Action Request**

University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>EDSL</td>
<td>A402</td>
<td>n/a</td>
<td>3</td>
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</table>

6. Complete Course Title
Audiology
Abbreviated Title for Transcript (30 character)

7. Type of Course
- [X] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:
- [X] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Contact Hours
- Course Number
- Repeat Status
- Course Description
- Course Prerequisites
- Other Restrictions
  - Class
  - Level
  - College
  - Major
  - Other
  (please specify)
- Registration Restrictions
- General Education Requirement
- Test Score Prerequisites
- Co-requisites
- Co-requisite(s) (concurrent enrollment required)
- Other Restriction(s)
- Departmental approval
- College
- Major
- Class
- Level
- Repeat Status No
- # of Repeats
- Max Credits
- n/a

9. Grading Basis
- [X] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
- From: Fall/2014
- To: /9999

12. Cross Listed with
- [ ] Stackable with

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

14. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Explores normal hearing, causes and effects of impaired hearing, hearing testing procedures, and management of hearing loss.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
n/a

16b. Co-requisite(s) (concurrent enrollment required)
n/a

16c. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level
- [ ] mark if course has fees
- [X] mark if course is a selected topic course

19. Justification for Action
This is a required course for both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.

Initiator Name (typed): Ellen Brigham
Initiator Signed Initials: _________
Date: ____________

13b. Coordination Email
Date: 11/25/13
(submitted to Faculty Listserv: uae-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/12/13

14. General Education Requirement

Mark appropriate box:
- [X] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Explores normal hearing, causes and effects of impaired hearing, hearing testing procedures, and management of hearing loss.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
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16b. Co-requisite(s) (concurrent enrollment required)
- [ ] College
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- [ ] Class
- [ ] Level
- [ ] mark if course has fees
- [X] mark if course is a selected topic course

19. Justification for Action
This is a required course for both the Minor and Post-Baccalaureate Certificate in Speech-Language Pathology.

Initiator (faculty only)
Ellen Brigham
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chair
Date

Approved
Disapproved
Provost or Designee
Date
I. **Date Initiated:** 9/10/13

II. **Information for the Course Action Request**

- **College/School:** EA College of Education
- **Department:** Special Education
- **Subject:** EDSL
- **Course Number:** A402
- **Title:** Audiology
- **Credits:** 3
- **Grading Basis:** A-F
- **Implementation Date:** Fall 2014
- **Course Description:** Explores normal hearing, causes and effects of impaired hearing, hearing testing procedures, and management of hearing loss.
- **Course Prerequisites(s):** none
- **Test Scores(s):** none
- **Corequisite(s):** none
- **Registration Restrictions:** Departmental approval
- **Course Fee:** □ Yes ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the characteristics of sound and sound transmission through the peripheral and central auditory pathways.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss different types of hearing loss and analyze their impact on communication.</td>
</tr>
<tr>
<td>3.</td>
<td>Present hearing assessment methods and describe common hearing disorders.</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss possible management techniques and the impact of hearing loss on communication abilities.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1.</td>
<td>Describe how sound is propagated through the human auditory system.</td>
<td>Exam, reading quizzes, group project</td>
<td>*IV-B</td>
</tr>
<tr>
<td>2.</td>
<td>Determine the significance of various levels of hearing loss on functional hearing ability.</td>
<td>Exam, reading quizzes, group project</td>
<td>IV-C</td>
</tr>
<tr>
<td>4.</td>
<td>Examine research and provide best practices options for management of common hearing or vestibular disorders</td>
<td>Hearing/vestibular disorders paper, presentation, reading quizzes</td>
<td>IV-D, IV-F</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This is a required course for the Speech-Language Pathology Minor and Post-Baccalaureate Certificate.

V. Course Outline
1. Elements of Audiology
   1.1 The profession of audiology
   1.2 Sound and its measurement
   1.3 The auditory pathway
   1.4 Types of hearing loss
   1.5 Background of study for more sophisticated tests of hearing

2. Assessment of Hearing
   2.1 Speech audiometry
   2.2 Masking
   2.3 Physiological tests of the auditory system
   2.4 Pediatric audiology

3. Hearing Disorders
   3.1 Common disorders that affect the outer ear, middle ear, and inner ear
   3.2 Disorders of the auditory nerve and central auditory pathways

4. Management of Hearing Loss
   4.1 Amplification/sensory systems
   4.2 Audiological treatment
   4.3 Multicultural issues and their impact on patient care

VI. Suggested Text(s)


VII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
</tr>
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<tr>
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<td>Special Education</td>
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<th>6. Complete Course Title</th>
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<td>Aural Rehabilitation</td>
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Abbreviated Title for Transcript (30 character)

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<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No # of Repeats</th>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td></td>
<td>Add</td>
<td>0 n/a</td>
<td>A-F</td>
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<th>11. Implementation Date</th>
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<table>
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<tr>
<th>Initiated Name (typed): Ellen Brigham</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<tr>
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<td>Mark appropriate box:</td>
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<td>Oral Communication</td>
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<td>Quantitative Skills</td>
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<td>Integrative Capstone</td>
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<tr>
<td>Integrates the science of hearing loss identification and management with specific emphasis on the strategies speech-language and hearing professionals use in providing support and counseling, along with developing habilitation/rehabilitation plans to maximize auditory skills and promote communication success for children and adults.</td>
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<td>Level</td>
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<th>19. Justification for Action</th>
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<th>Initiator (faculty only)</th>
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<th>Date:</th>
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<td>Ellen Brigham</td>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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**Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course**
I. Date Initiated: 9/10/13

II. Information for the Course Action Request

College/School: EA College of Education

Department: Special Education

Subject: EDSL

Course Number: A403

Title: Aural Rehabilitation

Credits: 3

Grading Basis: A-F

Implementation Date:

Course Description: Integrates the science of hearing loss identification and management with specific emphasis on the strategies speech-language and hearing professionals use in providing support and counseling, along with developing habilitation/rehabilitation plans to maximize auditory skills and promote communication success for children and adults.

Course Prerequisites(s): none

Test Scores(s): none

Corequisite(s) none

Registration Restrictions: Departmental approval

Course Fee: ☐ Yes ☐ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

<p>| | | | | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Explain audiometric data with reference to degree, nature, and significance of hearing loss and delineate the effects of auditory disability on speech-language perception.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Discuss and analyze communication breakdown and activity limitations due to hearing loss.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Present and compare the characteristics, benefits, and limitations of hearing aids, cochlear implants, FM systems, and other assistive devices.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Analyze the impact of hearing loss at different ages and life stages for adults and discuss the principles and methods of intervention including the use of strategies training and psychosocial support.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Present information on speechreading and auditory training assessment and delineate the levels of intervention.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Discuss the effects of different types/levels of hearing loss on speech-language development and academic performance and appropriate assessment and intervention methods.</td>
<td></td>
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</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
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<tr>
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<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Interpret audiometric data with reference to degree, nature, and significance of hearing loss.</td>
<td>Exam, case studies</td>
<td>*IV-C</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>2. Analyze and reflect on the effects of hearing loss on communication success.</td>
<td>Simulated hearing loss project, research article review</td>
<td>IV-C</td>
<td>Intellectual vitality, Inclusiveness and equity</td>
</tr>
<tr>
<td>3. Identify the function and characteristics and elaborate on the</td>
<td>Exam, group project, research article review</td>
<td>IV-D</td>
<td>Intellectual vitality, Inclusiveness and equity</td>
</tr>
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</table>
advantages and disadvantages of hearing aids, cochlear implants, FM systems, and other assistive devices.

| 4. | Analyze the impact of a sudden severe hearing loss on family, social, and vocational life at different adult ages/stages and identify products, services, strategies, and supports to minimize negative effects. | Exam, age/stage project, research article review | IV-C, IV-D | Intellectual vitality, Inclusiveness and equity |
| 5. | Identify appropriate speechreading and auditory training assessments for children and adults, select appropriate objectives, and create a sample lesson. | Exam, research article review, case study | IV-D | Intellectual vitality |
| 6. | Identify intervention techniques for infants, toddlers and school age children and select appropriate objectives and create a sample lesson. | Exam, research article review, case study | IV-D | Intellectual vitality, Inclusiveness and equity |

IV. Course Level Justification
This is a required course for the Speech-Language Pathology Minor and Post-Baccalaureate Certificate.

V. Course Outline
1. Hearing Loss and Characteristics of People Who Have Hearing Loss
   1.1 Defining aural rehabilitation and hearing loss
   1.2 Assessing hearing acuity and speech recognition
   1.3 Listening devices and related technology
   1.4 Cochlear implants
   1.5 Auditory training
   1.6 Speechreading training

2. Conversation and Communication Behaviors
   2.1 Communication strategies and conversational styles
   2.2 Assessment of conversational fluency and communication difficulties
   2.3 Communication strategies training
   2.4 Counseling and psychosocial support

3. Adult Aural Rehabilitation
   3.1 Characteristics and life stages
   3.2 Adult aural rehabilitation plans
   3.3 Aural rehabilitation in older adults

4. Pediatric Aural Habilitation and Rehabilitation
   4.1 Infants and toddlers with hearing loss
   4.2 School age children with hearing loss

VI. Suggested Text(s)


VII. Bibliography


<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>EA COE</td>
<td>No Division Code</td>
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<td>EDSL</td>
<td>A410</td>
<td>n/a</td>
<td>3</td>
<td>(3+0)</td>
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6. Complete Course Title
Speech Science
Speech Science

Abbreviated Title for Transcript (30 character)

7. Type of Course
- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:
- [ ] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
  - Class
  - Level
  - College
  - Major
  - Other (please specify)
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement

9. Repeat Status No
- [ ] # of Repeats
- [ ] Max Credits
- n/a

10. Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
- [ ] semester/year
- From: Fall/2014
- To: /9999

12. [ ] Cross Listed with
- [ ] Stacked with
- Cross-Listed Coordination Signature

13a. Impacted Courses or Programs:
List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

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<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>2. COH</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
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<td></td>
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</table>

Initiator Name (typed): Ellen Brigham
Initiator Signed Initials: [ ]
Date: [ ]

13b. Coordination Email
- Date: 11/25/13
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 11/12/13

14. General Education Requirement
- Mark appropriate box:
  - Oral Communication
  - Written Communication
  - Quantitative Skills
  - Humanities
  - Fine Arts
  - Social Sciences
  - Natural Sciences
  - Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Explores the physiological and acoustic correlates of the speech production mechanism. Introduces speech science theory, instrumentation, and measurement.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
- n/a

16b. Co-requisite(s) (concurrent enrollment required)
- n/a

16c. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

16d. Registration Restriction(s) (non-codable)
- Departmental approval

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action
This is a required course for the Post-Baccalaureate Certificate in Speech-Language Pathology and a requirement for application to graduate programs in Speech-Language Pathology.

Initiator (faculty only)
Ellen Brigham
Initiator (TYPE NAME)
[ ] Approved
[ ] Disapproved

Date
Dean/Director of School/College

[ ] Approved
[ ] Disapproved
Undergraduate/Graduate Academic Board Chair

Date

[ ] Approved
[ ] Disapproved
Provost or Designee

Date
I. **Date Initiated:** 9/10/13

II. **Information for the Course Action Request**

   College/School: EA College of Education  
   Department: Special Education  
   Subject: EDSL  
   Course Number: A410  
   Title: Speech Science  
   Credits: 3  
   Grading Basis: A-F  
   Implementation Date:  
   Course Description: Explores the physiological and acoustic correlates of the speech production mechanism. Introduces speech science theory, instrumentation, and measurement.  
   Course Prerequisites(s): none  
   Test Scores(s): none  
   Corequisite(s) none  
   Registration Restrictions: Departmental approval  
   Course Fee: ☐ Yes ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

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<tbody>
<tr>
<td>1.</td>
<td>Explain the basic physics and nature of sound.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the anatomical and physiological aspects of speech production.</td>
</tr>
<tr>
<td>3.</td>
<td>Describe and compare acoustic theories of speech production and speech perception.</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss insights and provide experiences in the clinical applications of these theories, instrumentation, and procedures.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Explain the physics of sound, including the nature of sound and the concepts of pressure, frequency, and intensity.</td>
<td>Exam, reading review assignments, presentation</td>
<td>*IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>2. Explain the acoustic and physiologic characteristics of speech sounds, including phonation, articulation, and resonance.</td>
<td>Exam, reading review assignments, software project</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>3. Identify and compare theories and models regarding the production and perception of speech.</td>
<td>Exam, written assignment</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
<tr>
<td>4. Analyze normal production of vowels and</td>
<td>Exam, software project</td>
<td>IV-B</td>
<td>Intellectual vitality</td>
</tr>
</tbody>
</table>
consonants by reading spectrograms.


IV. **Course Level Justification**
This course is required for the Post-Baccalaureate Certificate in Speech-Language Pathology and for candidates applying to graduate school in Speech-Language Pathology.

V. **Course Outline**
1. **Overview of Sound**
   1.1 Basic physics concepts
   1.2 Air pressure, flow, volume and density, and changes in air pressure
   1.3 Attributes of sounds including frequency and intensity

2. **Anatomy & Physiology of Speech Production**
   2.1 Respiration
   2.2 Phonation
   2.3 Resonance/articulation
   2.4 Prosody

3. **Speech Acoustics**
   3.1 Models of speech production
   3.2 Measuring and describing sound
   3.3 Acoustic characteristics of vowels
   3.4 Acoustics characteristics of consonants
   3.5 Acoustics characteristics of phoneme and speaker differences

4. **Speech Perception**
   4.1 Models of speech perception
   4.2 Perception of speech

VI. **Suggested Text(s)**

VII. Bibliography


1a. School or College  
EA COE  

1b. Division  
No Division Code  

1c. Department  
Special Education  

2. Course Prefix  
EDSL  

3. Course Number  
A411  

4. Previous Course Prefix & Number  
n/a  

5a. Credits/CEUs  
3  

5b. Contact Hours (Lecture + Lab)  
(3+0)  

6. Complete Course Title  
Neurological Foundations of Speech and Hearing  
Neuro Foundat Speech and Hear  
Abbreviated Title for Transcript (30 character)  

7. Type of Course  
☑ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action:  
☐ Add  ☐ Change  ☐ Delete  

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Title  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Other Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ (please specify)  

9. Repeat Status No  # of Repeats  0  Max Credits  n/a  

10. Grading Basis  
☑ A-F  ☐ P/NP  ☐ NG  

11. Implementation Date  
semester/year  
From: Fall/2014  To: 9999  

12. ☐ Cross Listed with  
☑ Stacked with  

Cross-Listed Coordination Signature  

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>2. COH</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
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</table>

Initiator Name (typed): Ellen Brigham  
Initiator Signed Initials: _______  
Date: ___________  

13b. Coordination Email  
submitted to Faculty Listserv: (uae-faculty@lists.uaa.alaska.edu)  
Date: 11/25/13  

13c. Coordination with Library Liaison  
Date: 11/12/13  

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone  

15. Course Description (suggested length 20 to 50 words)  
Explores neuroanatomy and neurophysiology including current research of nervous system structures and functions important for speech and language. Critically analyzes current theories of the neurophysiology utilized in speech and language.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
EDSL A301 or BIOL A100, A111, A113, or A114 [with a C or better]  

16b. Co-requisite(s) (concurent enrollment required)  
n/a  

16c. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16d. Registration Restriction(s) (non-codable)  
Departmental approval  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
This is a required course for the Post-Baccalaureate Certificate in Speech-Language Pathology and a requirement for application to graduate programs in Speech-Language Pathology.  

Initiator (faculty only)  
Ellen Brigham  
Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic Board Chair  
Date  

Provost or Designee  
Date  

Department Chair  
Date  

College/School Curriculum Committee Chair  
Date  

Approved  Disapproved
I. **Date Initiated:** 10/1/2013

II. **Information for the Course Action Request**

College/School: College of Education

Department: Special Education

Subject: EDSL

Course Number: A411

Title: Neurological Foundations of Speech and Language

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2014

Course Description: Explores neuroanatomy and neurophysiology including current research of nervous system structures and functions important for speech and language. Critically analyzes current theories of the neurophysiology utilized in speech and language.

Course Prerequisites(s): EDSL A301 or BIOL A100, A111, A113, or A114 [with a C or better]

Test Scores(s): none

Corequisite(s) none

Registration Restrictions: Departmental approval

Course Fee: ☐ Yes ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Describe the general characteristics of embryologic development and the microscopic structure of the human nervous system.

2. Describe the gross anatomy of the human central and peripheral nervous systems.

3. Discuss characteristics of the functioning of the human central and peripheral nervous systems.

4. Explain the functioning of the cranial nerves and sensory feedback mechanism as they relate to speech production.

5. Analyze and compare research methods for studying the human nervous system.

B. Student Learning Outcomes/Assessment Procedures

<table>
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<th>Student Learning Outcomes</th>
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<td>This outcome addresses the following core value:</td>
</tr>
</tbody>
</table>

1. Describe general characteristics of embryological development and the microscopic structures of the human nervous system.

   Exams, electronic reference guide, presentation

   *IV-B

   Intellectual vitality

2. Recognize, locate, and discuss detailed information concerning the gross anatomy of the human central and peripheral nervous systems.

   Exams, electronic reference guide, presentation

   IV-B

   Intellectual vitality

3. Define general characteristics of the functioning of the human central and peripheral

   Exams, electronic reference guide, presentation

   IV-B

   Intellectual vitality
4. Define detailed information concerning functioning of the cranial nerves and sensory feedback mechanism as they relate to speech production. Exams, electronic reference guide, presentation  IV-B  Intellectual vitality

5. Describe general characteristics of research methods for studying the human nervous system and generate a scholarly written report/presentation pertaining to normal or abnormal aspects of the nervous system, particularly related to speech and language. Exams, electronic reference guide, report/presentation  IV-B, IV-C, IV-F  Intellectual vitality


IV. Course Level Justification
This course is required for the Post-Baccalaureate Certificate in Speech-Language Pathology and for candidates applying to graduate school in Speech-Language Pathology.

V. Course Outline
1. Anatomic Terminology
2. Methods of Studying the Nervous System
3. Development of the Nervous System
4. Protective and Fluid Systems
   4.1 Ventricular System
   4.2 Cerebrospinal fluid
   4.3 Meninges
   4.4 Blood supply

5. Brain
   5.1 Cerebrum
   5.2 Brainstem
   5.3 Cerebellum

6. Spinal Cord

7. Neurons and Nerve Conduction

8. Cranial Nerves

9. Afferent and Efferent Pathways

10. Speech Innervation

11. Reflexes

VI. Suggested Text(s)
    Bhatnager, S. C. (2012). *Neuroscience for the study of communicative disorders*

    (5th ed.). Maryland Heights, MO: Elsevier.

VII. Bibliography

    (7th ed.). Maryland Heights, MO: Elsevier.

    Miami, FL: MedMaster.

    Maryland Heights, MO: Elsevier.


*Classic text*
TO: Undergraduate Academic Board  
FROM: Ellen Brigham, Term Assistant Professor, Special Education, COE  
DATE: November 20, 2013  
SUBJECT: Proposal for a Minor in Speech-Language Pathology

We are proposing establishment of a Minor in Speech-Language Pathology to enable students to:

- Understand the scope of the discipline of Speech-Language Pathology and its role in educational, clinical, and medical settings.
- Bolster knowledge acquired in other majors, such as nursing, education, human services, psychology, counseling, and social work by improving the student’s knowledge of the communication process and communication disorders.
- Obtain information that will help one as an educator or health professional to better understand, teach, and/or interact with individuals with speech, language, or hearing impairment.
- Obtain coursework in preparation for graduate study in Speech-Language Pathology.

Below is the proposed Speech-Language Pathology Minor (21 credits)*

**EDSL A201 Foundations of Communication Disorders**  3 credits  
Examines common developmental and acquired speech, language, and hearing disorders including etiologies, characteristics, prevention, assessment, and intervention. Multicultural communication differences are considered. The interdisciplinary nature of the field of communication disorders is described, particularly as it relates to educational, health, and developmental settings.

**EDSL A301 Anatomy & Physiology of Speech & Hearing**  3 credits  
Examines the anatomy and physiology of the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, nervous system, auditory system, and mastication/deglutition. Examines the relationship between anatomy, physiology, and disorders of communication.

**EDSL A302 Phonetics**  3 credits  
Explores the production, classification, and transcription of speech sounds. Develops skills in transcription of speech at the vowel, consonant, and single-word level as well as connected speech. Differentiates speech disorders from dialectic variations.

**EDSL A303 Language Development Across the Lifespan**  3 credits  
Explores the normal acquisition of language, including the components of language, the perceptual, social, and cognitive bases of language, theories of language development, and how
language evolves from infancy through adulthood. Second language learning and cultural influences on language development will also be explored.

**EDSL A401 Phonology & Articulation Development & Disorders** 3 credits
Explores articulation and phonological development and disorders in relation to acquisition, multicultural factors, appraisal, differential diagnosis, and remediation.

**EDSL A402 Audiology** 3 credits
Explores normal hearing, causes and effects of impaired hearing, hearing testing procedures, and management of hearing loss.

**EDSL A403 Aural Rehabilitation** 3 credits
Integrates the science of hearing loss identification and management with specific emphasis on the strategies speech-language and hearing professionals use in providing support and counseling, along with developing habilitation/rehabilitation plans to maximize auditory skills and promote communication success for children and adults.

*Additional courses required if applying to the affiliated graduate program:

*EDSL A410 Speech Science** 3 credits
Explores the physiology and acoustic correlates of the speech production mechanism. Introduces speech science theory, instrumentation, and measurement.

*EDSL A411 Neurological Foundations of Speech and Language** 3 credits
Explores neuroanatomy and neurophysiology including current research of nervous system structures and functions important for speech and language. Critically analyses current theories of the neurophysiology utilized in speech and language.
Program/PREFIX Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<td>EA COE</td>
<td>Special Education</td>
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<tr>
<th>2. Complete Program Title/PREFIX</th>
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<tbody>
<tr>
<td>Speech-Language Pathology/EDSL</td>
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<td>Undergraduate: or Graduate:</td>
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<tr>
<td>Minor or CHOOSE ONE</td>
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This program is a Gainful Employment Program:  
☐ Yes or ☒ No

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<th>4. Type of Action:</th>
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<td>From: Fall/2014 To: /9999</td>
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<th>6a. Coordination with Affected Units</th>
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<td>Department, School, or College: COE, COH - Courtesy email</td>
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<tr>
<td>Initiator Name (typed): Ellen Brigham</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
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<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
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<th>6c. Coordination with Library Liaison</th>
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<th>7. Title and Program Description - Please attach the following:</th>
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<td>☒ Cover Memo ☒ Catalog Copy in Word using the track changes function</td>
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<th>8. Justification for Action</th>
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<tbody>
<tr>
<td>There is a documented severe shortage of Speech-Language Pathologists in education and healthcare in Alaska. This Minor will allow students to obtain coursework in preparation for graduate study in Speech-Language Pathology. It will also enable students to bolster knowledge acquired in other majors, such as nursing, education, human services, psychology, counseling, and social work by improving the students' knowledge of the communication process and communication disorders.</td>
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<th>Initiator (faculty only)</th>
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<tr>
<td>Ellen Brigham</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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<td>Provost or Designee</td>
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75
Minor, Speech-Language Pathology

The minor in Speech-Language Pathology provides candidates with an overview of the nature of human communication, including its origin, development, and processes. Candidates will also be introduced to common communication disorders and their impact on communication across the lifespan. The minor allows students to obtain coursework in preparation for graduate study in speech-language pathology*.

Program Student Learning Outcomes

Upon completion of the program students will be able to:

1. Recognize typically developing speech and language skills across the lifespan.
2. Compare and contrast the impact of physiological variables (respiration, phonation, resonation, articulation, mentation, audition) on communication.
3. Identify common disorders that affect the ability to communicate across the lifespan.
4. Critically evaluate the impact of speech, language, and hearing disorders on the communication processes across the lifespan.
5. Critically evaluate issues pertaining to cultural and linguistic diversity.

Students majoring in another subject who wish to minor in Speech-Language Pathology must complete the following requirements. A total of 21 credits are required for the minor.

EDSL A201 Foundations of Communication Disorders 3
EDSL A301 Anatomy & Physiology of Speech 3
& Hearing
EDSL A302 Phonetics 3
EDSL A303 Language Development Across the Lifespan 3
EDSL A402 Phonology & Articulation Development 3
& Disorders
EDSL A403 Audiology 3
EDSL A404 Aural Rehabilitation 3

*For those students wishing to apply to the affiliated graduate program in Communication Sciences and Disorders, the following 2 courses are also required as prerequisites for graduate school admission.

*EDSL A410 Speech Science 3
*EDSL A411 Neurological Foundations of Speech and Language 3
TO: Undergraduate Academic Board

FROM: Ellen Brigham, Term Assistant Professor, Special Education, COE

DATE: November 20, 2013

SUBJECT: Proposal for a Post-Baccalaureate Certificate in Speech-Language Pathology

We are proposing establishment of a Post-Baccalaureate Certificate in Speech-Language Pathology to enable students who already have a baccalaureate degree in a major other than Speech-Language Pathology to:

- Understand the scope of the discipline of Speech-Language Pathology and its role in educational, clinical and medical settings.
- Bolster knowledge acquired in other majors, such as nursing, education, human services, psychology, counseling, and social work by improving the student’s knowledge of the communication process and communication disorders.
- Obtain information that will help one as an educator or health professional to better understand, teach and/or interact with individuals with speech, language, or hearing impairment.
- Obtain coursework in preparation for graduate study in Speech-Language Pathology.

Below is the proposed Post Baccalaureate Certificate in Speech-Language Pathology (24 credits):

**EDSL A301 Anatomy & Physiology of Speech & Hearing**
3 credits
Examines the anatomy and physiology of the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, nervous system, auditory system, and mastication/deglutition. Examines the relationship between anatomy, physiology and disorders of communication.

**EDSL A302 Phonetics**
3 credits
Explores the production, classification, and transcription of speech sounds. Develops skills in transcription of speech at the vowel, consonant and single-word level as well as connected speech. Differentiates speech disorders from dialectic variations.

**EDSL A303 Language Development Across the Lifespan**
3 credits
Explores the normal acquisition of language, including the components of language, the perceptual, social, and cognitive bases of language, theories of language development, and how language evolves from infancy through adulthood. Second language learning and cultural influences on language development will also be explored.
EDSL A401 Phonology & Articulation Development & Disorders 3 credits
Explores articulation and phonological development and disorders in relation to acquisition, multicultural factors, appraisal, differential diagnosis, and remediation.

EDSL A402 Audiology 3 credits
Explores normal hearing, causes and effects of impaired hearing, hearing testing procedures, and management of hearing loss.

EDSL A403 Aural Rehabilitation 3 credits
Integrates the science of hearing loss identification and management with specific emphasis on the strategies speech-language and hearing professionals use in providing support and counseling, along with developing habilitation/rehabilitation plans to maximize auditory skills and promote communication success for children and adults.

EDSL A410 Speech Science 3 credits
Explores the physiology and acoustic correlates of the speech production mechanism. Introduces speech science theory, instrumentation, and measurement.

EDSL A411 Neurological Foundations of Speech and Language 3 credits
Explores neuroanatomy and neurophysiology including current research of nervous system structures and functions important for speech and language. Critically analyses current theories of the neurophysiology utilized in speech and language.
1a. School or College
EA COE

1b. Department
Special Education

2. Complete Program Title/Prefix
Speech-Language Pathology/EDSL

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or Graduate: Post Baccalaureate Certificate

This program is a Gainful Employment Program:
☐ Yes or ☒ No

4. Type of Action:
☐ PROGRAM
☐ PREFIX
☐ Add
☐ Change
☐ Delete
☐ Inactivate

5. Implementation Date (semester/year)
From: Fall 2014 To: /9999

6a. Coordination with Affected Units
Department, School, or College: COE, COH - Courtesy email
Initiator Name (typed): Ellen Brigham
Initiator Signed Initials: _________
Date:____________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 11/25/13

6c. Coordination with Library Liaison
Date: 11/12/13

7. Title and Program Description - Please attach the following:
☐ Cover Memo ☐ Catalog Copy in Word using the track changes function

8. Justification for Action
There is a documented severe shortage of Speech-Language Pathologists in education and healthcare in Alaska. The Post-Baccalaureate Certificate will allow students who already have a baccalaureate degree in another field to obtain coursework in preparation for graduate study in Speech-Language Pathology. It will also enable individuals in related fields to obtain information that will help one as an educator or health professional to better understand, teach, and/or interact with individuals with speech, language, or hearing impairment.

Initiator (faculty only)
Ellen Brigham
Initiator (TYPE NAME)

Dean/Director of School/College
Date

Undergraduate/Graduate Academic Board Chair
Date

Provost or Designee
Date
Post-Baccalaureate Certificate, Speech-Language Pathology

Those students who already have a baccalaureate degree may obtain a Speech-Language Pathology Post-Baccalaureate Certificate by completing the following requirements.

Program Descriptions and Student Learning Outcomes

The Post-Baccalaureate Certificate in Speech-Language Pathology prepares professionals who already have baccalaureate degrees for application to graduate programs in Speech-Language Pathology. A Master’s degree would prepare them to work with clients across the lifespan.

Students who complete the post-baccalaureate certificate will demonstrate advanced integrated knowledge and skills in preparation for graduate study and eventual careers in Speech-Language Pathology in schools, clinics, and medical settings.

Student outcomes for the program are based on the American Speech-Language Hearing Association’s (ASHA) 2014 Knowledge and Skills Standards. Candidates from the post-baccalaureate will be able to:

1. Define the scope of practice of Speech-Language Pathology.
2. Recognize typically developing speech and language skills across the lifespan.
3. Identify common disorders that affect the ability to communicate across the lifespan.
4. Compare and contrast the impact of physiological variables (respiration, phonation, resonation, articulation, mentation, audition) on communication.
5. Critically evaluate the impact of speech, language, and hearing disorders on communication processes across the lifespan and in culturally and linguistically diverse populations.
6. Analyze speech and language samples to informally estimate an individual’s skills in the areas of articulation, intelligibility, phonology, morphology, syntax, and pragmatics.
7. Use knowledge of the relationship between language acquisition and emergent literacy development to enhance the development of emergent literacy skills.

Admission Requirements

Admission to the University of Alaska Anchorage

See information on post-baccalaureate certificate programs at the beginning of this chapter. Complete the UAA Undergraduate Application for Admission, available on the UAA website at www.uaa.alaska.edu/admissions.

Admission to the College of Education Special Education Department

In order to be admitted to the College of Education as a Speech-Language Pathology Post-Baccalaureate Certificate Program candidate, applicants must meet the following requirements:

1. Complete a Departmental application for admission to the Speech-Language Pathology Post-Baccalaureate Certificate Program by one of the following dates: March 1, August 1, or November 1. (Please be aware that the admission deadlines for UAA may vary from those of the Special Education Department. For financial aid purposes, applicants must adhere to the deadlines established for the UAA Undergraduate Application for Admission.)
2. Have a cumulative grade point average of 2.75 for the baccalaureate degree.

Academic Progress

All Speech-Language Pathology Post-Baccalaureate Certificate courses must be completed with a grade of C or higher.
Graduation Requirements

Candidates must complete the following graduation requirements:

A. University Requirements for Post-Baccalaureate Certificates

Complete the University Requirements for Post-Baccalaureate Certificates listed at the beginning of this chapter.

B. Major Requirements (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>EDSL A302</td>
<td>Phonetics</td>
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<td>Language Development Across the Lifespan</td>
<td>3</td>
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<td>EDSL A401</td>
<td>Phonology and Articulation Development and Disorders</td>
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<td>Aural Rehabilitation</td>
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<td>EDSL A410</td>
<td>Speech Science</td>
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<td>EDSL A411</td>
<td>Neurological Foundations of Speech and Language</td>
<td>3</td>
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Satisfaction of all major requirements, totaling 24 credits, must be demonstrated through coursework completed after the award of the student’s first baccalaureate degree.
Designation for Community-Engaged Learning Courses

University of Alaska Anchorage

Faculty Senate-approved definitions of community engagement and community-engaged courses at UAA have been in place since 2010. This document proposes modifications that will better distinguish between courses that generally include community engagement in the course objectives and more stringently-defined service-learning courses. The Community Engagement designation (CE) encompasses a broad range of ways that courses might engage students in learning about and taking action for the public good. Courses with the Service-Learning designation (SL) are a subset of that broad range meeting additional criteria. A course may be designated as either CE or SL but not both. Faculty members will select the designation, if either, that best fits the course or section of the course. The designation is voluntary and will be designated on Schedule Proofs as they are completed each semester.

There are two main benefits to having two categories. First, students can make more informed choices about their course selection. Given current IT configurations, the course database will not show the CE/SL designation to students but will be accessible through the Banner system as a search by staff. CCEL will compile the list of courses each semester and make a list of community-engaged courses that are offered available through their website (www.uaa.alaska.edu/engage) for students’ benefit. Second, CCEL will be able to track and monitor our community-engaged offerings, #s of students & faculty participating in community-engaged courses for participation in national reviews such as the President’s Honor Roll for Community Service, Campus Compact, the Carnegie Foundation designation as an Engaged University, and accreditation reporting.

We request that GAB and UAB encourage the Faculty Senate to endorse these revised definitions.

The two recommended designations with their revised definitions are:

**CE** A Community Engaged course involves the student(s) in some kind of work outside of the classroom that contributes to the public good. At a minimum, the course should:

- Design and implement the community work with appropriate community input so that the students’ efforts will provide an identifiable public benefit rather than a community burden.
- Link the community work to course learning goals clearly in the syllabus.
- Engage students in some oral or written reflection that explores their experience of engagement and connects it with the course learning goals.
SL* A Service-Learning course is a Community-Engaged course which integrates the service and learning more deeply and more intentionally. At a minimum, the course should have:

- **Service**: significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed.
- **Clear linkage between the service and course learning goals**: You have included both academic and civic learning, and this is communicated in the syllabus.
- **Preparation for service**: you have planned to prepare students for the roles they will play, including engaging respectfully with a community that may differ significantly in race, class, age, or other elements of social identity.
- **Structured reflection**: you include systematic reflection on students’ experience in the community – through talking, writing or other means throughout the course – not as a one-time or final assignment.
- **Evaluation**: You have thought about a means of assessing the student learning and community impact. (This could consist of providing your community partner information at the end of the semester so that CCEL can send them a survey and asking your students to complete an end-of-semester survey online).

*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).*

Existing definitions copied from [http://www.uaa.alaska.edu/engage/aboutus/UAA_SL_Definition/](http://www.uaa.alaska.edu/engage/aboutus/UAA_SL_Definition/)

**Community engagement** as collaborations between institutions of higher educations and individuals, organizations, and institutions in their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

**Curricular engagement** includes approaches where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

One form of **curricular engagement** is community-based, service-learning courses. UAA's definition of a community-engaged learning course is a course or competency-based, credit-bearing educational experience in which students:

- participate in an organized service activity that meets identified community needs;
- gain an enhanced sense of civic responsibility; and
- reflect on the service activity in such a way as to gain further understanding.