

Eastern Illinois University
REVISED COURSE PROPOSAL

Please check one: ☐ New course ☒ Revised course

CGS Agenda Item: 11-13 Effective: Fall 2011
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PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5250
2. **Title (may not exceed 30 characters, including spaces):** Advanced Language Disorders
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** X Fall ☐ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** X Fall ☐ Spring ☐ Summer **Year:** 2011
7. **Course description (not to exceed four lines):** Course will include critical evaluation of assessment and treatment options for language-based learning problems and childhood/adolescent language disorders, as well as examination of research models and data to guide choice of treatment variables and approaches.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
Graduate degree seeking status in Communication Disorders and Sciences
 - c. **Who can waive the prerequisite(s)?** ☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other
(Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. **Repeat status:** X Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
Graduate degree seeking status in Communication Disorders and Sciences
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
Undergraduates; non-CDS majors
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A
10. **Grading methods** (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
11. **Instructional delivery method:** X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad X other

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

1. Identify language milestones of school-age children and adolescents, including oral and nonverbal communication development. (Depth of content knowledge)
2. Identify literacy milestones of school-age children and adolescents, including reading, writing, and spelling skills. (Depth of content knowledge)
3. Describe characteristic language deficits and concomitant conditions common in school-age children and adolescents. (Depth of content knowledge; Effective critical thinking and problem solving)
4. Describe language assessment techniques for school age and adolescent clients. (Depth of content knowledge; Effective critical thinking and problem solving)
5. Plan and implement language assessment for school age and adolescent clients. (Effective critical thinking and problem solving; Effective oral and written communication)
6. Describe language intervention techniques for school age and adolescent clients. (Depth of content knowledge; Effective critical thinking and problem solving)
7. Plan and implement language intervention for school age and adolescent clients. (Effective critical thinking and problem solving; Effective oral and written communication)
8. Develop transition plans for children with language and learning impairment at critical developmental junctures. (Effective critical thinking and problem solving; Effective oral and written communication)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Exam #1	Exam #2	Exam #3	Final Exam	Assessment Projects	Intervention Project
1. Describe the neurological basis of communication.	*	*				
2. Describe characteristics and etiologies of normal and disordered oral and written developmental language.	*	*	*	*	*	
3. Demonstrate knowledge and skills necessary for assessment of oral and written developmental language disorders.			*	*	*	
4. Demonstrate knowledge and skills related to prevention and intervention of oral and written developmental language disorders.		*	*	*		*
5. Demonstrate knowledge and skill necessary for assessment of cognitive communication disorders.			*	*	*	
6. Demonstrate knowledge and skills related to prevention and intervention of cognitive communication disorders.		*	*	*		*
7. Discuss standards of ethical conduct, professional contemporary issues, and credentials and regulations.	*					*

8. Evidence independent learning strategies, critical thinking, and problem solving skills.				*	*	*
9. Compile evaluation information to generate appropriate diagnosis, recommendations, and referrals.					*	*
10. Demonstrate effective use of technology.						*

3. Explain how the instructor will determine students' grades for the course:

In-class written examinations (3 @ 75 points)	225 points
Take-home final examination	100 points
Assessment projects (2 @ 50 points)	100 points
Intervention project	75 points
Total Points for Course	500 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Students will be able to view class lectures at their convenience and submit projects electronically. Feedback will be provided through email and electronic editorial comments. Office hours for online cohort students will be provided.
- Describe how the integrity of student work will be assured:** Exams will be given with a time limit. Most questions require short answers, so authenticity of responses can be evaluated.
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Students will be required to listen to recorded lectures via WebCT, submit documents electronically via WebCT or email, and post/discuss their assessment and intervention plans via WebCT. Exams will be conducted via WebCT.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

Week 1	Language and Learning of School-Agers	Ch. 1--Wallach
Week 2	Language and Literacy Development	
Week 3	Language Learning Disabilities (LLD)	Ch. 2--Wallach
Week 4	Concomitant Diagnoses Special Education Options:	Ch. 3, 4—Wallach

	Supports for LLD	Exam #1
Week 5	Assessment: Cognitive, Linguistic, Metalinguistic Deficits	
Week 6	Assessment: Reading, Writing, Spelling Deficits	
Week 7	Assessment Report Writing Intervention Planning	Assmt. Project #1
Week 8	Intervention: Cognitive, Linguistic, Metalinguistic Deficits	Ch. 5, 6—Wallach
Week 9	Intervention: Reading, Writing, Spelling Deficits	Ch. 7, 8--Wallach Intervention Project
Week 10	Introduction to Processing	Exam #2 Ch. 1--Richard
Week 11	Models of Processing	Ch. 2,3—Richard
Week 12	Assessment: Central Auditory and Language Processing	Ch. 4,5—Richard
Week 13	Assessment (con't.)	Exam #3
Week 14	Remediation: Central Auditory and Language Processing	Ch. 6, 7 – Richard Assmt. Project #2
Week 15	Remediation (con't.)	Ch. 8 – Richard
Week 16	Final Exam	

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is the same course as delivered in our on-campus graduate curriculum. The content and requirements are the same. This course has been developed as a distance course to meet the needs of our online graduate cohort.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Graduate level course. Content requires development of assessment and intervention skills necessary in internships and clinical practice.

3. If the course is similar to an existing course or courses, justify its development and offering.

N/A

4. Impact on Program(s):

This is a required course for all CDS graduate students.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Drs. Tina Veale and/or Gail Richard

2. Additional costs to students:

NA

3. Text and supplementary materials to be used (Include publication dates):

Language Intervention for School-Age Students: Setting Goals for Academic Success (2008)

Geraldine P. Wallach, author; Mosby Elsevier, publisher

ISBN-13: 978-0-323-04033-4

The Source for Processing Disorders (2001)

Gail J. Richard, author; LinguiSystems, publisher

ISBN: 0-7606-0360-X

PART VI: COMMUNITY COLLEGE TRANSFER

NA

PART VII: APPROVALS

Date approved by the department or school: November 10, 2010

Date approved by the college curriculum committee: January 14, 2011

Date approved by CGS: