

Eastern Illinois University
REVISED COURSE PROPOSAL

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5300
2. **Title (may not exceed 30 characters, including spaces):** Acquired 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):** A comprehensive study of acquired language disorders including aphasia and right hemisphere dysfunction following damage or deterioration in the cortical and subcortical zone(s) of language. Emphasis on assessment and treatment of acquired conditions.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - b. **Prerequisite** 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 ☒ other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- Apply knowledge of characteristics and etiologies of normal and disordered oral and written acquired language to case studies (Depth of content knowledge; Effective oral and written communication)
- Develop and analyze diagnostic plans for given cases in oral and written acquired language disorders (Depth of content knowledge; Effective critical thinking and problem solving; Effective oral and written communication)
- Determine relevant and effective plans for the prevention and intervention of oral and written acquired language disorders (Depth of content knowledge; 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:

	Quizzes 1, 2, and 3	Exams 1, 2, and 3	Written Work: Article Analysis, Reflection Paper, Diagnostic Project	Class Discussion and Case Analyses
Describes the neurological basis of communication and swallowing.	X	X		X
Describes characteristics and etiologies of normal and disordered oral and written acquired language	X	X	X	X
Demonstrates knowledge and skills necessary for assessment of oral and written acquired language disorders	X	X	X	X
Demonstrates knowledge and skills related to the prevention and intervention of acquired oral and written language disorders	X	X	X	X
Describes characteristics & etiologies of normal and disordered cognitive aspects of communication.	X	X	X	X
Engages in professional oral communication and interaction.				X
Evidences independent learning strategies, critical thinking, and problem solving skills.	X	X	X	X
Collects and interprets case history information		X	X	X
Designs, selects, administers, and interprets formal and informal evaluation tools	X	X	X	X
Compiles evaluation information to generate appropriate diagnosis, recommendations, and referrals		X	X	
Writes measurable intervention goals	X	X		X
Counsels clients, family members and relevant others regarding communication disorder		X		X
Demonstrates effective use of technology.			X	

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

Quizzes (3 @ 50 pts each)	=	150
Exams (3 @ 75 pts each)	=	225
Article Review (1)	=	50
Diagnostic Projects (1)	=	50
Reflection Paper (1)	=	25
<i>Total Points</i>	=	500

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
 - a. **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 recorded class lectures at their convenience electronically. Students will reflect on their learning, post comments/questions, and receive instructor feedback via various forms of electronic communication. Course assignments will be submitted electronically through course management software such as WebCT.
 - b. **Describe how the integrity of student work will be assured:** Quizzes and exams will be given with a time limit. Most questions will require short answers. Written work will be checked for originality using TurnItIn. Diagnostic projects will require individual analysis and recommendations.
 - c. **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.):** Critical thinking and analysis will be fostered via various means of electronic discussion about assigned cases, readings, lectures, or projects, including email, chat and discussion functions of WebCT, Elluminate, or Skype. The instructor will be available for electronic office hours.
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	Course Overview. What is Language? Neuroanatomy of Language	Brookshire, ch. 1
Week 2	Defining Aphasia; Etiologies of Aphasia; Localization & Classification of Aphasias	Brookshire, ch. 2, pp 79-88; pp. 291-297 Brookshire, ch. 8, pp. 321 – 325
Week 3	Nonfluent Aphasias; Fluent Aphasias	<u>Quiz 1</u>
Week 4	Subcortical Aphasias; Alexia; Agraphia	Brookshire, ch. 9, pp. 297-311; Manual ch. 5
Week 5	Bilingual Aphasia; Ethnocultural Issues; Ethics	<u>Exam 1</u> ,
Week 6	Chart Reviews; Neuroimaging; Assessment Principles; Formal Aphasia Tests	Brookshire, ch. 3, 5
Week 7	Formal Aphasia Tests, continued	Manual, ch. 10
Week 8	Severity Ratings; Functional Assessment Scales; Determining Prognosis and Recommendations; Documentation; Goals	<u>Project 1 Due</u> Brookshire, ch. 9, pp. 340-374; Manual ch. 12
Week 9	Treatment Concepts for Auditory Comprehension, Reading Comprehension, and Written Expression	<u>Quiz 2</u> Manual, ch. 22
Week 10	Specific Treatment Protocols for Oral Expression; Group Treatment; Alternative/Augmentative Communication Options	Manual, ch. 14, 16, 17, 24

Week 11	The Right Hemisphere: Normal Functions for Communication	<u>Exam 2</u> , Myers, ch. 1, 10
Week 12	Overview of Deficits in Right Hemisphere Dysfunction; Formal Assessment Options for RHD	Myers, ch. 2, 8, 9
Week 13	Informal Assessment Options for RHD; Aprosodias and Nonverbals	<u>Quiz 3</u> Myers, ch. 4
Week 14	Inference Deficits; Social Competence; Convergent & Divergent Linguistic Reasoning	Myers, ch. 5, 6, 7
Week 15	Treatment Protocols; Evidence-Based Research for Treatment of Right Hemisphere Dysfunction	
Week 16	<u>Final Exam (Exam 3)</u>	

PART IV: PURPOSE AND NEED

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

This is a revision of a course currently taught in the department. The revision includes provisions to make the course accessible through online delivery for the CDS Cohort graduate students.

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

This is a graduate level course designed to promote independent analysis and critical thinking skills sufficient to prepare students for diagnosis and treatment of acquired language disorders. Graduate practicum, internship experiences, and professional work-environments require sufficient knowledge to provide services for patients and clients with acquired language disorders.

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

This course is not similar to any existing course in the department or university.

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:

Jill Fahy

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

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

Required:

Helm-Estabrooks, N. & Albert, M. (2004). *Manual of Aphasia & Aphasia Therapy*, 2nd Ed. Austin, TX: Pro-Ed.

Myers, P. (1999). *Right Hemisphere Damage: Disorders of Communication and Cognition*. San Diego, CA: Delmar. Singular Publishing Group.

Supplemental:

Brookshire, R. (2007). *Introduction to Neurogenic Communication Disorders*. St. Louis, MO: Mosby Elsevier (available at the University Union Bookstore).

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: