

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5220 [replaces CDS 4820]
2. **Title (may not exceed 30 characters, including spaces):** Language and Literacy
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 [was 2-0-2]
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2014
7. **Course description:** Course will address the oral-to-written language connection and the role of the speech-language pathologist in facilitating development of literacy skills. Assessment techniques and instructional approaches for prevention and intervention of oral and written language including reading methods, reading in the content area, narratives, spelling, and writing will be addressed.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
none
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the 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
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - 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:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: This course is restricted to graduate students enrolled in the Communication Disorders and Sciences major.
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Undergraduates and 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): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- ☐ The grade for this course will not count in a student’s grade point average.
- ☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- ☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).
- ☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ Internet ☐ hybrid ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. Describe the characteristics and etiologies of oral and written developmental language disorders.
- b. Apply normal literacy development guidelines for preschool and school-age children to identify normal and disordered literacy development.
- c. Research and critically evaluate the relationship between literacy development and speech-language skills.
- d. Explain knowledge and skills related to the SLP’s role in assessment, prevention, and intervention of oral and written developmental language disorders, and apply this knowledge to identifying appropriate reading methods within the content area.
- e. Demonstrate application of knowledge and theory by developing an instructional plan related to the prevention and intervention of oral and written developmental language disorders and presenting a summary emphasizing appropriate reading methods within a content area.

f. Document levels of evidence related to the instructional plan as the foundation for clinical services.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

n/a

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

1. Depth of content knowledge (Objectives a, b, d, e, f)
2. Effective critical thinking and problem solving (Objectives b, c, d, e, f)
3. Effective oral and written communication (Objectives d, e, f)
4. Advanced scholarship through research or creative activity (Objectives c, d, e, f)

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

	Exams (2) (40%)	Assessment & Intervention Papers (3) (20%)	Assessment Project (10%)	Evidence- Based Instructional Plan (20%)	Presentations (2) (10%)
Describe the characteristics and etiologies of oral and written developmental language disorders.	X	X	X		
Apply normal literacy development guidelines for preschool and school-age children to identify normal and disordered literacy development.	X	X	X		
Research and critically evaluate the relationship between literacy development and speech-language skills.	X			X	X
Explain knowledge and skills related to the SLP's role in assessment, prevention, and intervention of oral and written developmental language disorders, and apply this knowledge to identifying appropriate reading methods within the content area.	X	X	X	X	X
Demonstrate application of knowledge and theory				X	X

by developing an instructional plan related to the prevention and intervention of oral and written developmental language disorders and presenting a summary emphasizing appropriate reading methods within a content area.					
Document levels of evidence related to the instructional plan as the foundation for clinical services.				X	X

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

Exams: 40%
 Assessment & Intervention Papers: 20%
 Assessment Projects: 10%
 Evidence-Based Instructional Plan: 20%
 Presentations: 10%

A = 92 – 100%
 B = 84 – 91%
 C = 76 – 83%
 D = 68 – 75%
 F = 67 or below

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. Students will be required to reflect on their learning and post comments/questions regarding the recorded lectures on an electronic discussion board. Verbal discussion of course topics will be held using Eluminate or other web-conferencing software. Quizzes, exams, and assignments will be submitted electronically through course management software such as D2L. Feedback will be provided through email, electronic editorial comments, and in the verbal discussion period.
- b. Describe how the integrity of student work will be assured:** Exams and quizzes will be given with a time limit. Most questions require short answers, so authenticity of responses can be evaluated. Papers can be assessed for integrity using the Turn-It-In program or a similar technology.
- 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.):** Students will be required to listen to streamed recorded lectures via course management software (e.g. D2L). Discussions of lecture material will occur synchronously in a verbal discussion period using web-conferencing software such as Eluminate. Breakout rooms may be used to facilitate peer discussions and projects. The professor will be available for electronic office hours using Skype or Eluminate and email for verbal or written questions/discussion.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
 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

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course will meet for two 75-minute class periods over 15 weeks or the equivalent

Week 1	Theoretical models of oral and written language Role of the speech-language pathologist in reading & writing
Week 2	Stages of literacy development
Week 3	Subtypes of reading disabilities Components of literacy assessment & instruction
Weeks 4-7	Preschool age children Normal development of oral and written language skills Difficulties of preschool children with speech or language impairments Formal and informal assessment of precursors to reading and writing skills Incorporating concepts of print awareness, early phonological awareness, alphabetic knowledge, story knowledge, background knowledge, and experience with writing materials into preschool prevention and intervention methods
Weeks 8-12	School age children Normal development of reading and writing skills Later phonological awareness, decoding skills, comprehension, reading fluency, spelling development, sentence writing, early written narratives Expository texts, advanced narratives, essay and persuasive writing Difficulties of children with speech or language impairments Assessment of reading and writing skills Intervention of reading and writing skills, applying reading methods and reading in the content area
Week 13-15	Analysis and interpretation of case studies Student presentations of instructional plans

PART IV: PURPOSE AND NEED

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

This course is a revision of CDS 4820, which will be deleted from the undergraduate program in CDS. Content in the new graduate level course has been revised in order to meet new requirements for the Illinois Speech-Language Pathologist Non-Teaching Endorsement emphasizing reading methods and reading in the content area. In addition, content on narratives and written language will be deleted from CDS 5250 Advanced Language Disorders and added to this course.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** n/a
- b. **If the course or some sections of the course may be technology delivered, explain why.**
n/a

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

This is a graduate level course, which requires previous knowledge of oral language development, developmental language disorders, and general assessment and treatment principles.

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

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

CDS 4820 will be deleted from the undergraduate program, and CDS 5250 will be revised so that content on narratives and written language is not duplicated.

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be a core requirement for all candidates in the graduate program in Communication Disorders and Sciences.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This course will initially be assigned to Dr. Angela Anthony or other qualified faculty member.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None

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):

Kamhi, A. G., & Catts, H. W. (2012). *Language and reading disabilities* (3rd ed.), Boston: Pearson.

Supplementary readings will be required and assigned from the International Reading Association "Essential Readings" series and/or journal articles

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: August 13, 2013

Date approved by the college curriculum committee: August 30, 2013

Date approved by the Honors Council (*if this is an honors course*): N/A

Date approved by CAA: N/A CGS: