

**Eastern Illinois University**  
**New/Revised Course Proposal Format**

(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** \_\_\_\_\_ CDS 5091 \_\_\_\_\_
3. **Short title:** \_ Adv Diagnosis \_\_\_\_\_
4. **Long title:** \_\_ Advanced Diagnosis of Communication Disorders
5. **Hours per week:** \_\_2\_\_ Class    \_\_ 1\_\_ Lab    \_\_2\_\_ Credit
6. **Terms:** \_\_ Fall    \_\_ Spring    ☒ Summer    \_\_ On demand
7. **Initial term:** \_\_ Fall    \_\_ Spring    ☒ Summer    Year: 2015 \_\_\_\_\_
8. **Catalog course description:** \_

Students will apply principles of standardized and non-standardized assessment to case studies. Students will design assessments, interpret scores, draw conclusions, and produce written analyses of decisions throughout the diagnostic process. Lab will require students to score and analyze standardized and non-standardized assessments. Students will shadow a clinical evaluation(s).

**9. Course attributes:**

General education component: \_\_\_\_\_ N/A \_\_\_\_\_

\_\_\_\_ Cultural diversity    \_\_\_\_ Honors    \_\_\_\_ Writing centered    \_\_\_\_ Writing intensive    \_\_\_\_ Writing active

**10. Instructional delivery**

**Type of Course:**

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

**Mode(s) of Delivery:**

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

11. Course(s) to be deleted from the catalog once this course is approved. \_\_\_\_\_ N/A \_\_\_\_\_

12. **Equivalent course(s):** \_\_\_\_\_ None \_\_\_\_\_

a. **Are students allowed to take equivalent course(s) for credit?** \_\_\_\_ Yes    ☒ No

13. **Prerequisite(s):** \_\_ Admission to Distance CDS Graduate Program \_\_\_\_\_

a. **Can prerequisite be taken concurrently?** \_\_\_\_ Yes    \_\_\_\_ No    N/A

b. Minimum grade required for the prerequisite course(s)? N/A\_\_\_

c. Use Banner coding to enforce prerequisite course(s)? \_\_\_ Yes x\_\_\_ No

d. Who may waive prerequisite(s)?

\_\_\_ No one x\_\_\_ Chair \_\_\_ Instructor \_\_\_ Advisor \_\_\_ Other (specify)

14. Co-requisite(s): \_None\_\_\_\_\_

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course:

Admission to Distance CDS Graduate Program

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

Non-distance CDS Graduate Students

16. Repeat status: \_\_x\_\_ May not be repeated \_\_\_ May be repeated once with credit

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

18. Grading methods: \_\_\_ Standard x\_\_\_ CR/NC \_\_\_ Audit \_\_\_ ABC/NC

**19. Special grading provisions:**

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

\_\_\_ Grade for course will not count in hours toward graduation.

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

\_\_\_\_\_

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

**20. Additional costs to students:**

Supplemental Materials or Software\_\_\_N/A\_\_\_\_\_

Course Fee \_\_\_No \_\_\_Yes, Explain if yes\_\_\_\_\_

**21. Community college transfer:**

\_\_\_ A community college course may be judged equivalent.

\_\_\_ A community college may not be judged equivalent.

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

## **Rationale, Justifications, and Assurances (Part I)**

1.    x\_ Course is required for the major(s) of \_CDS Distance Graduate Program\_\_\_\_\_
- Course is required for the minor(s) of \_\_\_\_\_
- Course is required for the certificate program(s) of \_\_\_\_\_
- Course is used as an elective

### **2. Rationale for proposal :**

Survey data collected from current distance students and from on-site clinical supervisors indicated that distance students would benefit from coursework in standardized and informal assessment. These students may have significant gaps between completion of the bachelor degree and admission to a CDS graduate program, and/or they may not have taken a course in evaluation of communication disorders.

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

Similarity to other courses:

This course is not similar to any other course in the current Distance CDS Graduate Program.

Prerequisites:

Admission to the CDS Distance Graduate Program is required. Students must have knowledge of communication development, communication disorders and understanding of basic principles of evaluation.

Co-requisites: N/A

Enrollment restrictions:

Only Distance Graduate Students will be admitted to course, unless approved by the Chair.

Writing active, intensive, centered: N/A

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

## **Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

CDS 5091 Advanced Diagnosis of Communication Disorders

**2. Catalog description**

Students will apply principles of standardized and non-standardized assessment to case studies. Students will design assessments, interpret scores, draw conclusions, and produce written analyses of decisions throughout the diagnostic process. Lab will require students to score and analyze standardized and non-standardized assessments. Students will shadow a clinical evaluation(s).

**3. Learning objectives.**

- a. Students will select standardized and non-standardized assessment tools using principles of test design, validity, and reliability.
- b. Students will score and analyze standardized and non-standardized assessment data to support diagnostic conclusions.
- c. Students will develop evidence-based recommendations which address the needs of the client and/or family.
- d. Students will produce written documents which analyze and defend diagnostic conclusions and treatment recommendations.

**4. Course materials.**

Roth, F. P., & Worthington, C.K. (2011). Treatment resource manual for speech-language pathology (4<sup>th</sup> ed.). Clifton, NY: Delmar.

Shipley, K.G., & McAfee, J.G. (2009). Assessment in speech-language pathology (4<sup>th</sup> ed.). Clifton, NY: Delmar.

**5. Weekly outline of content.**

**Week 1**

Professional Conduct

- Universal precautions training
- Health Insurance Portability and Accountability Act
- ASHA Code of Ethics; ASHA Scope of Practice
- Policies for observation at EIU Speech-Language-Hearing Clinic

Standardized test selection

- Understanding test development and purpose
- Evaluating tests for construct & content validity
- Evaluating tests for reliability

Standardized scores

- Types of standardized scores
- Means and standard deviations
- Criterion referenced norms

LAB—Calculating and interpreting standardized scores

**Week 2**

Informal assessment & clinical observation

- Designing informal evaluations
- Drawing conclusions from observations

Alternative assessments

- Narrative
- Play based

Multicultural assessments

- Planning and administration of assessment tools

- Differences v. disorders

#### Diagnostic planning

- Obtaining case histories & forming diagnostic questions
- Assessment planning and test selection
- Record reviews & diagnostic interviews

LAB— Critiques of diagnostic reports

### Week 3

#### Diagnostic Case Analysis: Early Childhood Case (Pre-K)

- Case history analysis; diagnostic planning
- Selection of assessment tools
- Scoring of test protocols and informal analyses
- Integration of assessment data; drawing diagnostic conclusions
- Developing recommendations and intervention

LAB— Early Childhood Case Study

### Week 4

#### Diagnostic Case Analysis: Elementary School Case (Kdg – 3<sup>rd</sup> grade)

- Case history analysis; diagnostic planning
- Selection of assessment tools
- Scoring of test protocols and informal analyses
- Integration of assessment data; drawing diagnostic conclusions
- Developing recommendations and intervention

LAB—Elementary School Case Study

### Week 5

#### Diagnostic Case Analysis: Middle School Case (4<sup>th</sup>-6<sup>th</sup> grade)

- Case history analysis; diagnostic planning
- Selection of assessment tools
- Scoring of test protocols and informal analyses
- Integration of assessment data; drawing diagnostic conclusions
- Developing recommendations and intervention

LAB—Middle School Case Study

### Week 6

#### Diagnostic Case Analysis: Adolescent Case

- Case history analysis; diagnostic planning
- Selection of assessment tools
- Scoring of test protocols and informal analyses
- Integration of assessment data; drawing diagnostic conclusions
- Developing recommendations and intervention

LAB— Adolescent Case Study

## 6. Assignments and evaluation, including weights for final course grade.

Midterm Exam	50 points
Clinical Analysis Portfolio	250 points
Final Paper	50 points
<i>Total Points:</i>	<i>350 points</i>

## 7. Grading scale.

Grading Scale:

A = 92-100%

B = 82-91%

C = 72-81%

D = 62-71%

F = <61%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Learning Objectives</b>	<b>Midterm Exam</b>	<b>Clinical Analysis Portfolio</b>	<b>Final Paper</b>
Students will select standardized and non-standardized assessment tools using principles of test design, validity, and reliability.	X	X	
Students will score and analyze standardized and non-standardized assessment data to support diagnostic conclusions.	X	X	
Students will develop evidence-based recommendations which address the needs of the client and/or family.		X	X
Students will analyze treatment methods and effectiveness of intervention.		X	X
Students will produce written documents which analyze and defend diagnostic conclusions and treatment recommendations.		X	X

**Date approved by the department or school: October 8, 2014**

**Date approved by the college curriculum committee:**

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

**Date approved by CAA: CGS:**