

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-11
Effective Spring 2020

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CDS 5250
3. Short title: School-Age Lang Dis
4. Long title: School-Age Language Disorders
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2020
8. **Catalog course description:** Course covers oral and written language development and disorders in school-age children, including assessment and intervention, cultural awareness and sensitivity, clinical application, and interprofessional practice. Specific focus is given to language-based learning and social deficits, English language learners, collaborative practices, and integration of speech-language programs into the school curriculum.
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:** None
12. **Equivalent course(s):** None
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** None
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions:

a. Degrees, colleges, majors, levels, classes which may take the course: Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences.

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

16. Repeat status: ☒ 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: 3

18. Grading methods: ☒ Standard ☐ 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 _____

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: Graduate Degree in Communication Disorders and Sciences

 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:** Course has been revised to emphasize upper elementary and adolescent language and social communication disorders. Development of a new course for early childhood language and social communication disorders has also allowed this course to expand content on intervention for oral and written language disorders, while still addressing fundamentals of language processing and autism spectrum disorders.

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

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders & Sciences

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 5250 School-Age Language Disorders

2. Catalog description: Course covers oral and written language development and disorders in school-age children, including assessment and intervention, cultural awareness and sensitivity, clinical application, and interprofessional practice. Specific focus is given to language-based learning and social deficits, English language learners, collaborative practices, and integration of speech-language programs into the school curriculum.

3. Learning objectives.

- a. Describe oral and written language and learning milestones of school-age children and adolescents, including verbal and nonverbal communication development. (*Depth of Content Knowledge*)
- b. Define and describe primary communication, social, and behavioral characteristics associated with language and learning deficits in school-age children and adolescents. (*Depth of Content Knowledge*)
- c. Analyze case history information and academic expectations to design effective assessment of communication abilities, including oral and written language. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
- d. Integrate assessment results to develop appropriate, evidence-based intervention goals and methods for school-age children and adolescents with oral and written language and learning disorders, including recommendations within content areas. (*Effective Oral and Written Communication, Advanced Scholarship through Research and Creative Activity*)
- e. 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 instructional methods within content areas. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication, Advanced Scholarship through Research and Creative Activity*)

4. Course materials:

Required Texts:

- Nelson, N. W. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston, MA: Pearson Chapters 12-14
- Ukrainetz, T. A. (2015). *School-age language intervention: Evidence-based practices*. Austin, TX: Pro-Ed
- Assigned journal articles (available through EIU library or posted on D2L)
- Other reading available on ASHA website: www.asha.org

5. Weekly outline of content.

Unit 1 Assessment and Intervention: Elementary Academic Language (9-12 years)

Week 1-2 Assessment: Semantics/Morphology/Syntax

- Language learning in an academic context
- Language processing and cognitive skills (memory, attention)
- Oral and written language and literacy development

Week 3 Assessment: Pragmatics

- Social demands of the academic environment
- Advanced social relationships and language abilities

Week 4 Assessment: Special Populations

- Multi-disciplinary teams for multi-disorder cases
- ESL/DLL Considerations

Week 5-7 Intervention for elementary academic language and social abilities

- Expanding and integrating oral and written language abilities in context (phonological and

morphological awareness and connections to spelling and writing, fluency and comprehension, vocabulary selection and instruction, developing complex syntax)

- Curriculum-based intervention
- EBP for school-based social skill intervention
- *Exam 1*

Unit 2 Assessment and Intervention: Upper Elementary and Adolescent Academic Language (13+ years)

Week 8-9 Assessment: Semantics/Morphology/Syntax

- Academic language proficiency – academic vocabulary and advanced language processing/cognitive skills for academic success
- Integrated oral and written language and literacy development measured in the curriculum
- Multi-disciplinary assessments and language learning deficits (intellectual disabilities, learning disabilities)
- ESL/DLL Considerations

Week 10 Assessment: Pragmatics

- Social demands of the academic environment, hidden curriculum, implicit learning needs
- Figurative language in oral communication and written texts
- Development of complex social relationships and social reasoning

Week 11 Assessment: Language for Transition

- Academic language proficiency – academic vocabulary, content-area/disciplinary literacy, vocational literacy
- Comparing social demands of academic and social environments, development of complex social relationships in and out of school
- Transition planning determination

Week 12-14 Intervention for junior high/high school/young adult academic and transitional language abilities

- Advanced literacy skill development: reading comprehension strategies, genre, expository, and narrative texts
- Curriculum-based intervention, content-area/disciplinary literacy, functional literacy
- Social competency for complex interactions and contexts
- Transition planning for language-based social and learning disabilities

Week 15 Ethical decision making and inter-professional practice in complex language and literacy cases.

Week 16 Final Exam

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

Reading Quizzes	25%
Projects	37.5%
Exams	37.5%

7. Grading scale.

92-100%	A
82-91%	B
72-81%	C
62-71%	D
61% & Below	F

8. Correlation of learning objectives to assignments and evaluation.

Course Learning Objectives	Exams	Quizzes	Projects
Describe language and learning milestones of school-age children and adolescents, including verbal and nonverbal communication development. (<i>Depth of Content Knowledge</i>)	X	X	
Define and describe primary communication, social, and behavioral characteristics associated with language and learning deficits in school-age children and adolescents. (<i>Depth of Content Knowledge</i>)	X	X	X
Analyze case history information and academic expectations to design effective assessment of communication abilities, including language and literacy. (<i>Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication</i>)	X	X	X
Integrate assessment results to develop appropriate, evidence-based intervention goals and methods for school-age children and adolescents with oral and written language and learning disorders, including recommendations within content areas. (<i>Effective Oral and Written Communication, Advanced Scholarship through Research and Creative Activity</i>)	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 instructional methods within content areas. (<i>Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication, Advanced Scholarship through Research and Creative Activity</i>)	X		X

Date approved by the department or school:

October 31, 2018

Date approved by the college curriculum committee:

December 10, 2018

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

Date approved by CAA: CGS: