

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: 19-12
Effective Fall 2019

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5230
3. **Short title:** Early Childhood Lang Dis
4. **Long title:** Early Childhood 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: 2019
8. **Catalog course description:** Course covers language development and disorders in early childhood, including assessment and intervention, cultural awareness and sensitivity, clinical application, and interprofessional practice. The role of the speech-language pathologist in prevention and intervention, collaboration, and integration of speech-language services in natural contexts and transition to school-based services will be included.
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 : Master of Science 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 was developed to address gaps in content and to meet upcoming changes in professional standards for differential diagnosis of language and communication disorders in early childhood. Course will also allow for expansion of content addressing intervention for early childhood oral and written language 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 and 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 5230, Early Childhood Language Disorders
- 2. Catalog description:** Course covers language development and disorders in early childhood, including assessment and intervention, cultural awareness and sensitivity, clinical application, and interprofessional practice. The role of the speech-language pathologist in prevention and intervention, collaboration, and integration of speech-language services in natural contexts and transition to school-based services will be included.
- 3. Learning objectives:**
 - a. Describe oral and written language and learning milestones of children birth-age 8, including verbal and nonverbal communication development. (*Depth of Content Knowledge*)
 - b. Define and describe primary communication, social, and behavioral characteristics associated with oral and written language and learning deficits in children birth-age 8. (*Depth of Content Knowledge*)
 - c. Analyze case history/background information to design effective assessment of early communication abilities. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
 - d. Integrate assessment results to develop appropriate, evidence-based intervention goals and instructional methods for young children with oral and written language and learning disorders. (*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 of children birth – age 8. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication, Advanced Scholarship through Research and Creative Activity*)
- 4. Course materials.**

Required Texts:

 - Rossetti, L. M. (2001). *Communication intervention: Birth to three. Second edition.* Albany, NY: Delmar Publishing
 - Nelson, N. W. (2010). *Language and literacy disorders: Infancy through adolescence.* Boston, MA: Pearson; Chapters 1-11
 - 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: Infants and Toddlers (0-3 years)

Week 1 Assessment: Semantics/Morphology/Syntax/Pragmatics

- Developmental and medical history concerns, cultural considerations
- Assessing the communication environment (partners, models, preferences)
- Play-based assessments, parent questionnaires, and global evaluations

Week 2 Assessment: Differential Diagnosis and Special Populations

- Early signs of Autism Spectrum Disorder (ASD)
- Developmental delay
- Syndromes
- Early traumatic experiences

Week 3 Intervention for early language delays and disorders

- Family-centered therapy
- Play-based therapy
- Shared storybook reading (parents)
- Interprofessional Teams/Therapy
- Cultural considerations

Unit 2 Assessment and Intervention: Early Preschool (3-4 years)

Week 4 Assessment: Semantics/Morphology/Syntax/Pragmatics

- Red flags for language processing difficulties and/or other learning deficits
- Formal and informal measures to inform diagnosis
- Early oral and written language development
- Early social language development and peer interactions

Week 5 Special Population Considerations and Differential Diagnosis

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

Week 6-7 Intervention for early oral language development and social skills

- Contextualized interventions
- Narrative-based interventions
- Social language interventions
- *Midterm Exam*

Unit 3 Assessment and Intervention: Late Preschool and Kindergarten (4-6 years)

Week 8 Assessment: Semantics/Morphology/Syntax/Pragmatics

- Advancing oral language and beginning written language skills tied to early academics
- Advanced social language, developing peer and adult relationships, social language in the preschool/kindergarten classroom
- DLL/ELL Considerations

Week 9-10 Intervention for oral/written language and social interactions

- Integration and application of oral and written language (phonemic/phonological awareness, print/alphabet, sight words, morphological awareness, early encoding and decoding)
- Vocabulary selection and instruction
- Using narratives (macrostructure and microstructure)

Unit 4 Assessment and Intervention: Early Elementary (6-8 years)

Week 11-12 Assessment: Semantics/Morphology/Syntax/Pragmatics

- Academic language proficiency – tiered and academic vocabulary, complex syntax and morphology, social demands of the academic environment
- Comprehensive language assessments

Week 13 Assessment: Special Populations

- Multi-disciplinary teams for multi-disorder cases
- Evaluating for all language-based disorders (Intellectual Disability, Learning Disability)
- DLL/ELL Considerations

Week 14-15 Intervention for early academic language abilities

- Introduction to curriculum-based interventions
- Developing oral and written language in context
- Evidence-based practice (EBP) for school-based social skill intervention
- Integration and application of oral and written language development - reciprocity of oral and written language, complexity, fluency, oral narratives and discourse, phonological processing

Week 16 Final Exam

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

Reading Quizzes (3)	25%
Case Study Projects (3)	37.5%
Unit Exams (3)	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	Unit Exams	Case Study Projects	Reading Quizzes
Describe language and learning milestones of children birth-age 8, 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 children birth-age 8 (<i>Depth of Content Knowledge</i>)	X	X	X
Analyze case history/background information to design effective assessment of early communication abilities. (<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 young children with language and learning disorders. (<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 of children birth – age 8. (<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:**