

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: 19-13
Effective Summer 2019

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CDS 5200
3. **Short title:** Literacy for the SLP
4. **Long title:** Literacy for the Speech-Language Pathologist
5. **Hours per week:** ☒ 2 Class ☒ 0 Lab ☒ 2 Credit
6. **Terms:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: ☒ 2019
8. **Catalog course description:** Course will address the role of the speech-language pathologist in facilitating development of literacy skills and identifying literacy disorders. Includes formal and informal assessment procedures, interpretation of assessment findings, recommendations and interventions for literacy.

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: CDS 5220

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: 2

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 & 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:** This course is a revision of the existing CDS 5220 course, which reduces the credit hours from 3 to 2. This revised course will provide a foundation in development, assessment, and intervention of literacy-based disorders, leading into a new 2-course language disorders sequence. Content that has been removed from this course (i.e., intervention related to comprehension and writing skills) will be integrated and applied in the language courses.

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 5200, Literacy for the SLP
- 2. Catalog description:** Course will address the role of the speech-language pathologist in facilitating development of literacy skills and identifying literacy disorders. Includes formal and informal assessment procedures, interpretation of assessment findings, recommendations and interventions for literacy.
- 3. Learning objectives.**
 - a. Describe characteristics and etiologies of developmental literacy disorders. (*Depth of Content Knowledge*)
 - b. Apply normal speech, language, and literacy development guidelines for preschool and school-age children to distinguish between normal and delayed or disordered literacy development. (*Depth of Content Knowledge*)
 - c. Evaluate and analyze literacy-related skills using formal and informal assessment tools and use this information to make appropriate, evidence-based recommendations as the foundation for clinical services. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication*)
 - d. Explain knowledge and skills related to the SLP's role in *assessment*, prevention, and intervention of developmental literacy delays and disorders. (*Depth of Content Knowledge, Effective Oral and Written Communication*)
 - e. Demonstrate application of knowledge and theory by developing an evidence-based instructional plan related to the prevention and intervention of developmental literacy disorders, emphasizing appropriate reading methods within the content area. (*Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication, Advanced Scholarship through Research and Creative Activity*)
- 4. Course materials.**

Required Texts:

 - Kamhi, A. G., & Catts, H. W. (2012). *Language and reading disabilities (3rd ed.)*, Boston: Pearson.
 - Nelson, N. W. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston, MA: Pearson
- 5. Weekly outline of content.**

Week 1:

 - Defining Literacy & History of Reading
 - Connecting Literacy Theories and the Neurology of Literacy
 - Roles and Responsibilities of the SLP related to Literacy

Week 2:

 - Administering and interpreting assessments of exposure/access to early literacy in the home and preschool for prevention of literacy disorders
 - Recommendations to families and teachers for use of literacy tools/materials in the home and preschool environment

Week 3 & 4:

 - Phonological and phonemic awareness development
 - Administering and interpreting assessments of phonological and phonemic awareness
 - Recommendations & intervention for development of phonological and phonemic awareness skills

Week 5 & 6:

 - Early orthographic skills development (alphabet knowledge, print knowledge, letter/sound correspondence, pretend writing); decoding & sight word reading
 - Administering and interpreting assessments of early orthographic skills
 - Recommendations & intervention for development of early orthographic skills

Week 7 & 8:

- Spelling and morphological development
- Administering and interpreting assessments of spelling and morphological awareness
- Recommendations & intervention for development of spelling and morphological awareness

Week 9:

- Reading fluency development
- Administering and interpreting assessments of reading fluency
- Recommendations & intervention for development of reading fluency

Week 10:

- Reading Comprehension development, including variations in text genre
- Administering and interpreting assessments of Reading Comprehension
- Recommendations for development of reading comprehension

Week 11:

- Writing development, including variations in text genre
- Administering and interpreting assessments of writing (mechanics, planning and writing process)
- Recommendations for development of writing skills

Week 12:

- Causes of and Red Flags for Literacy Difficulties/Disorder
- Defining Dyslexia and other Literacy Disorders

Week 13 & 14:

- Connecting Recommendations to Curriculum and Content Areas
- Literacy in Special Populations: Children with Severe Communication Disorders and those learning English as a Second Language

Week 15:

- Case Examples: Interpreting Assessments and Making Recommendations Across Literacy Skills

Week 16:

- Final Exam or Final Project Due

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

Quizzes/Exams: 40%

Application Projects:

- Assessment Project: 25%
- Intervention Project: 25%
- Dyslexia Project 10%

7. Grading scale.

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

8. Correlation of learning objectives to assignments and evaluation.

Course Learning Objectives	Quizzes/ Exams	Application Projects
Describe characteristics and etiologies of literacy disorders. (<i>Depth of Content Knowledge</i>)	X	X
Apply normal speech, language, and literacy development guidelines for preschool and school-age children to distinguish between normal and delayed or disordered literacy development. (<i>Depth of Content Knowledge</i>)	X	X
Evaluate and analyze literacy-related skills using formal and informal assessment tools and use this information to make appropriate, evidence-based recommendations as the foundation for clinical services. (<i>Effective Critical Thinking and Problem Solving, Effective Oral and Written Communication</i>)		X
Explain knowledge and skills related to the SLP's role in <i>assessment</i> , prevention, and intervention of developmental literacy delays and disorders. (<i>Depth of Content Knowledge, Effective Oral and Written Communication</i>)		X
Demonstrate application of knowledge and theory by developing an evidence-based instructional plan related to the prevention and intervention of developmental literacy disorders, emphasizing appropriate reading methods within the content area. (<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:**