

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 5250
2. **Title (may not exceed 30 characters, including spaces):** Advanced Language Disorders
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
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 include critical evaluation of assessment and treatment options for language-based learning problems and childhood/adolescent language disorders, including autism spectrum, processing, pragmatics, and executive functions. Evidence will be reviewed to guide choice of treatment variables and approaches.
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 & 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:
Course is restricted to students accepted into the Master of Science degree in the College of Sciences, majoring in Communication Disorders & Sciences at the graduate level.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
Undergraduates; 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 (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

1. Identify language milestones of school-age children and adolescents, including verbal and nonverbal communication development. (Depth of content knowledge)
2. Define and describe primary communication, social, and behavior characteristics associated with autism spectrum disorders, processing disorders, learning disability, and intellectual impairment. (Depth of content knowledge)
3. Identify and implement appropriate assessment techniques for school-age language disorders. (Depth of content knowledge; Effective critical thinking and problem solving; Effective oral and written communication; Advanced scholarship through research or creative activity)

4. Develop appropriate intervention goals for school age and adolescent individuals with communication disorders (Depth of content knowledge, Effective critical thinking and problem solving; Effective oral and written communication; Advanced scholarship through research or creative activity).

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

Course Learning Objectives	Exam I	Exam 2	Final Exam	Autism Project	Processing Project
Identify language milestones of school-age children and adolescents, including verbal and nonverbal communication development.	X	X	X		
Define and describe primary communication, social, and behavior characteristics associated with autism spectrum disorders, processing disorders, learning disability, and intellectual impairment.	X	X	X	X	X
Identify and implement appropriate assessment techniques for school-age language disorders.			X		X
Develop appropriate intervention goals for school age and adolescent individuals with communication disorders	X	X	X	X	

Graduate School Learning Objectives	Exam I	Exam 2	Final Exam	Autism Project	Processing Project
Depth of Content Knowledge	X	X	X	X	X
Effective Critical Thinking and Problem Solving	X	X	X	X	X
Effective Oral and Written Communication			X	X	X
Advanced Scholarship through Research or Creative Activity				X	X

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

Autism Project	50 pts.	<u>Grading Scale</u>	
Processing Project	50 points	A = 93%	372-400 pts.
Exam 1	100 pts	B = 84%	336-371 pts.
Exam 2	100 pts	C = 75%	300-335 pts.
Final Exam	100 pts	D = 65%	260-299 pts.
		F = < 65%	0-259 pts.
Total Points Available	400 points		

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 class lectures at their

convenience and submit projects electronically. Feedback will be provided through email, online learning systems (e.g., D2L), and online chat sessions. Office hours for online distance education students will be provided.

- b. Describe how the integrity of student work will be assured:** Exams will be administered with a time limit. Students will need to log into the online management system and use network passwords.
- 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 pre-recorded lectures posted in the online management system (e.g., D2L), submit documents and projects electronically, and post/discuss class content and projects using the online management system and web-based conferencing software (e.g., Elluminate) chat sessions. Quizzes and exams will be administered via the online course management system.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. 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

This class will meet for two, 75 minute class periods for 15 weeks or the equivalent.

Week of Term	Course Content	Projects or Assignments
Week 1	Language and Learning in School-Age Individuals <ul style="list-style-type: none"> - Neurological Differences in this generation - Educational Eligibility Labels - DSM Categories - Research on Language Impact in Learning 	
Week 2	Neurology of Learning <ul style="list-style-type: none"> - Memory - Attention - Movement - Motivation 	
Week 3	Autism Spectrum Disorders <ul style="list-style-type: none"> - Definitions (Medical, Educational, Operational) - Primary Characteristics (Communication, Sensory) 	
Week 4	Autism Spectrum Disorders (continued) <ul style="list-style-type: none"> - Intervention Strategies (Communication, Classroom) Evidence on Treatment Options (National Standards Project)	Autism Project Due
Week 5	Asperger Syndrome <ul style="list-style-type: none"> - Nonverbal Learning Disorder 	
Week 6	Social Pragmatic Communication Disorder <ul style="list-style-type: none"> - DSM 5 Definition - Characteristics 	Exam 1
Week 7	Pragmatic Disorders continued <ul style="list-style-type: none"> - Assessment procedures 	

	- Intervention Strategies	
Week 8	Executive Functions - Definition and Development of EF - Specific Executive Function Skills	
Week 9	Executive Functions continued - Assessment Instruments - Intervention Strategies	
Week 10	Language-Based Learning Disabilities - Introduction to Processing Disorders - Central Auditory Processing vs. Language Processing - Continuum of Processing	Exam 2
Week 11	Processing Disorders continued - Primary characteristics of deficit - Models of Processing - Assessment Procedures	Source for Language
Week 12	Processing Disorders continued - Continuum of Intervention Goals - Treatment Options - General Remediation Approaches (Bloom's Taxonomy, Multiple Intelligences)	Processing Assessment Project Due
Week 13	Case Studies – Language, Learning Disabilities, Processing	
Week 14	Intellectual Impairment - Definition/Criteria for Education Eligibility - Characteristics (communication, behavior, learning) - Functional Assessment - Intervention Strategies across Lifespan	
Week 15	Writing goals consistent with Core Curriculum Standards Integration of intervention with other professional disciplines	
Week 16		Final Exam

PART IV: PURPOSE AND NEED

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

CDS 5200 – Syndrome Disorders is being eliminated from the graduate program to allow other programmatic curricular changes. Content included within that course regarding autism spectrum disorders will be incorporated into this course. Processing information in the current course will be consolidated to allow the autism spectrum unit to be added. In addition, CDS 4820 is being revised to a graduate level course (CDS 5220) and will incorporate information regarding narratives and written language. Consequently this has been eliminated from the existing 5250, allowing information on executive functions to be added. This course has been developed to also be offered as a distance education course.

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

This is a graduate level course. Content requires previous knowledge of 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.

CDS 5200 will be deleted and pertinent information incorporated into this course.

- 4. Impact on Program(s):** Course is a core requirement for all candidates in the Master of Science degree program majoring in Communication Disorders & Sciences.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Course will initially be assigned to Gail Richard or other qualified faculty.

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):**
Language Intervention for School-Age Students: Setting Goals for Academic Success (2008)
Geraldine P. Wallach, author; Mosby Elsevier, publisher ISBN-13: 978-0-323-04033-4

Richard, G. (2001). The Source for Language Processing. East Moline, IL: LinguiSystems, Inc. Supplemental/additional materials will be made available electronically.

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: September 17, 2013