Eastern Illinois University  
New Course Proposal  
CDS 4600, Seminar in Communication Disorders & Sciences

Please check one:  ☑ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number:  CDS 4600
2. Title:  Seminar in CDS
3. Long title, if any (may not exceed 100 characters, including spaces):  Seminar in Communication Disorders & Sciences
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:  2009
7. Course description (not to exceed four lines):
   A case study format is used to explore the etiology, diagnosis, and treatment of speech, language, and hearing disorders. The focus of this course is on the use of critical thinking skills and evidence-based practice information to design diagnostic plans, interpret diagnostic results and develop treatment plans. The course will allow students to integrate and apply information from numerous university and departmental undergraduate learning goals in this capstone experience.

8. Registration restrictions:
   a. Identify any equivalent courses.
      None
   b. 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.
      Completion of CDS 3100, 3200, and 3700; and completion of or concurrent enrollment in CDS 3900 and 4300.
   c. Who can waive the prerequisite(s)?
      ☐ No one   ☑ Chair   ☐ Instructor   ☐ Advisor   ☐ Other (Please specify)
   d. Co-requisites:  none
   e. Repeat status:  ☑ Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      CDS seniors
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
      non CDS majors


10. Grading methods (check all that apply):  ☑ Standard letter   ☐ C/NC   ☐ Audit   ☐ ABC/NC

11. Instructional delivery method:  ☑ lecture   ☐ lab   ☐ lecture/lab combined   ☐ independent study/research
   ☐ internship   ☐ performance   ☐ practicum or clinical   ☐ study abroad   ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- Students will find and critically evaluate research literature to guide ethical clinical decision-making (critical thinking, writing)
- Students will verbally present and discuss salient features of a case from a diagnostic evaluation (speaking, critical thinking)
- Students will demonstrate awareness of cultural, dialectal and second language learning influences on speech and language skills and plan appropriate assessment and intervention modifications (global citizenship).
- Students will plan and interpret assessment procedures for clients with hearing and developmental speech and language disorders (critical thinking, writing)
- Students will plan treatment for clients with hearing, and developmental speech and language disorders (critical thinking, writing)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Article Critique</th>
<th>Assessment Plans</th>
<th>Diagnostic Report</th>
<th>Treatment Plans</th>
<th>Case Presentation</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will find and critically evaluate research literature to guide ethical clinical decision-making (critical thinking, writing)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Students will verbally present and discuss salient features of a case from a diagnostic evaluation (speaking, critical thinking)</td>
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<td>X</td>
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<tr>
<td>3. Students will demonstrate awareness of cultural, dialectal and second language learning influences on speech and language skills and plan appropriate assessment and intervention modifications.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>4. Students will plan and interpret assessment procedures for clients with hearing and developmental speech and language disorders</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>5. Students will plan treatment for clients with hearing, and developmental speech and language disorders</td>
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</tbody>
</table>

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

1. One article summary/critique 20 pts 5% of grade
2. Two evidence-based diagnostic plans 2 at 30 pts each = 60 pts 15% of grade
3. One diagnostic report 40 pts 10% of grade
4. Two evidence-based treatment plans 2 at 30 pts each = 60 pts 15% of grade
5. One evidence-based oral case presentation 60 pts 15% of grade
6. Midterm Exam 80 pts 20% of grade
7. Final Exam 80 pts 20% of grade
400 points total

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   N/A

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

6. The course is writing-intensive. Assignment 3 or 4 (above) will have the option for revision for submission to the writing portfolio. Written assignments account for 45% of the grade.

PART III: OUTLINE OF THE COURSE

Week 1  Discussing the American Speech-Language Hearing Association’s Code of Ethics and Speech-Language Pathology Scope of Practice.

Week 2  Defining evidence-based practice and locating evidence-based practice source; Interpreting and critically evaluating assessment and treatment evidence.

Weeks 3-4  Planning and interpreting assessment for school-age children from standard American and culturally diverse backgrounds with speech, language and hearing disorders.

Weeks 5-6  Planning and interpreting assessment for toddlers and preschool-age children from standard American and culturally diverse backgrounds with speech, language and hearing disorders.

Week 7-8  Using assessment results to generate treatment goals and other recommendations in diagnostic reports for children with speech, language, and hearing disorders from standard American and culturally diverse backgrounds; Midterm Exam.

Weeks 9-10  Developing treatment plans with methodologies and activities for school age children with speech, language and hearing disorders from standard American and culturally diverse backgrounds.

Weeks 11-12  Developing treatment plans with methodologies and activities for toddlers and preschoolers with speech, language and hearing disorders from standard American and culturally diverse backgrounds.

Weeks 13-15  Case-based oral presentations based on diagnostic shadowing experience.

Week 16  Final Exam

PART IV: PURPOSE AND NEED
1. Explain the department’s rationale for developing and proposing the course.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
      i. This course would be a capstone course for CDS majors, which would allow assessment of senior-level writing, speaking, and critical thinking by requiring students to integrate knowledge and skills from general education and courses within the major.

   b. If the course or some sections of the course may be technology delivered, explain why.
      i. It will not be technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   It is a capstone course in CDS which integrates knowledge and skills from numerous lower level courses.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
      NA
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. This senior capstone experience would allow students to integrate content from undergraduate curricular offerings.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
      This course would be required for CDS majors.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Initially this course will be team taught by Dr. Gail Richard and Dr. Rebecca Throneburg

2. Additional costs to students: No additional costs.

3. Text and supplementary materials to be used:

PART VI: COMMUNITY COLLEGE TRANSFER

NA

PART VII: APPROVALS

Date approved by the Communication Disorders & Sciences Department: February 20, 2008

Date approved by the College of Sciences Curriculum Committee: March 21, 2008

Date approved by CAA: May 1, 2008