Eastern Illinois University
New Course Proposal
CDS 4690, Honors Seminar in Communication Disorders & Sciences

Please check one: ☑ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: CDS 4690
2. Title: Honors Seminar in CDS
3. Long title: Honors Seminar in Communication Disorders & Sciences
4. Class hours per week, lab hours per week, and credit: 3-1-3
5. Term(s) to be offered: ☑ Fall ☑ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☑ Fall ☐ Spring ☐ Summer Year: 2009
7. Course description:
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 lab component which is unique to the honor’s course will discuss research methods and experimental designs for answering evidence-based diagnostic and treatment questions.

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.
      Admission to the Departmental Honors Program and completion of CDS 3100, 3200, 3700, 3900, 4666 and PSY 2610; and completion of or current enrollment in CDS 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.
      ☐ Course may be repeated to a maximum of ________ hours or ________ times.
   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

9. Special course attributes: Writing Intensive, Honors

10. Grading methods: ☑ 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:

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<th>Learning Objective</th>
<th>Article Critique</th>
<th>Assessment Plans</th>
<th>Diagnostic Report</th>
<th>Treatment Plans</th>
<th>Case Pres.</th>
<th>Exams</th>
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6. Explain how the instructor will determine students’ grades for the course:

- One article summary/critique 20 pts 5% of grade
- Two evidence-based diagnostic plans 2 at 30 pts each = 60 pts 15% of grade
- One diagnostic report 40 pts 10% of grade
- Two evidence-based treatment plans 2 at 30 pts each = 60 pts 15% of grade
- One evidence-based oral case presentation 60 pts 15% of grade
- Midterm Exam 80 pts 20% of grade
- Final Exam 80 pts 20% of grade

400 points total

7. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
8. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.

9. The course is writing-intensive. Assignment 3 or 4 (above) will have the option of being revised and resubmitted for the writing portfolio submission. 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. Lab = Examples of ethical and scope of practice situations from various work environments.

Week 2  Defining evidence-based practice and locating evidence-based practice source; Interpreting and critically evaluating assessment and treatment evidence. Lab = Overview of research designs for answering evidence-based assessment and treatment questions.

Weeks 3-4  Planning and interpreting assessment for school-age children from standard American and culturally diverse backgrounds with speech, language and hearing disorders. Labs = Case study, comparative group, and correlation descriptive research designs for answering assessment questions.

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. Labs: Sampling theory and methods, control of extraneous variables, internal/external validity.

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. Labs: Types of data, measurement of dependent variable, reliability.

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. Labs: Investigating treatment effectiveness with group experimental designs.

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. Labs: Investigating treatment effectiveness with single subject experimental designs.

Weeks 13-15  Case-based oral presentations based on diagnostic shadowing experience. Labs: Data summary, descriptive and inferential data analyses, data presentation and interpretation.

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 for 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.
   The course is similar to the proposal for CDS 4600 the Senior Seminar in CDS, but this honor’s course includes research design and methodology for planning and conducting research studies to answer evidence-based clinical research questions. Some of the research concepts are touched upon in the junior – level Honor’s Seminar course (CDS 4666) when students learn how to read and interpret research articles. The research design and methodology components in this course (CDS 4690) are a higher level needed for planning and conducting clinical research studies.

   a. 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 in the Departmental Honors Program.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

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 (Include publication dates):

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 the Honors Council (if this is an honors course):  April 10, 2008

Date approved by CAA:  May 1, 2008