APPLICATION FOR NEW COURSE

1. Submitted by the College of Health Services Date 6/15/02

Department/Division offering course Rehabilitation Sciences/Communication Disorders

2. Proposed designation and Bulletin description of this course:

a. Prefix & Number: CD 648  
   b. Title* Language Disorders in School-Age Populations
      "NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts LangDis - School-Age"

   c. Lecture/Discussion hours per week 03  
      d. Laboratory hours per week 0

   e. Studio hours per week 
      f. Credits 03

   g. Course Description:
      A detailed investigation of language disorders and language intervention in school-age populations. Includes an in-depth discussion of prevention strategies, service delivery models, related cultural diversity issues, and assessment and intervention principles and strategies.

   h. Prerequisites (if any): Graduate status in CODI or RHB or consent of instructor

   i. May be repeated to a maximum of N/A (if applicable)

4. To be cross-listed as:

   Prefix & Number N/A N/A
   Signature, Chairman, cross-listing department

5. Effective Date: Summer 2003 (semester and year)

6. Course to be offered: Fall XX Spring Summer

7. Will the course be offered each year? Yes
   (Explain if not annually): NA

8. Why is this course needed?
   This course replaces and builds on content presently presented in CD 515: Language Assessment and Remediation and CD 647: Advanced Language Disorders. This change is consistent with accreditation guidelines of the American Speech-Language-Hearing Association stating that content concerning normal communication processes be offered at the undergraduate level and that content on assessment and intervention for communication disabilities be emphasized at the graduate level. This course is especially pertinent since more than half of the positions available for speech-language pathologists are in schools.

9. a. By whom will the course be taught? Sharon R. Stewart, Ed.D., CCC-SLP

   b. Are facilities for teaching the course now available? Yes
      If not, what plans have been made for providing them? NA

10. What enrollment may be reasonably anticipated? 20-22

11. Will this course serve students in the Department primarily? Yes
Will it be of service to a significant number of students outside the Department? **No**
If so, explain **NA**

Will the course serve as a University Studies Program course? **No**
If yes, under what Area? **N/A**

12. Check the category most applicable to this course:
   - XX traditional; offered in corresponding departments elsewhere;
   - ___ relatively new, now being widely established
   - ___ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? **No**
   If yes, which? **NA**

14. Will adding this course change the degree requirements in one or more programs? **Yes**
   If yes, explain the change(s) below:
   This course will be required for the Master of Science Degree in Communication Disorders. A proposal for revision of the entire undergraduate and graduate curriculum is being submitted concurrently.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

   These can be found on the proposed course syllabus (attached).

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. **N/A**

17. Within the Department, who should be contacted for further information about the proposed course? Name and Phone Extension: Sharon R. Stewart 257-8384 or Jodelle Deem 257-7923

**NOTE:** Approval of this course will constitute approval of the program change unless other program modifications are proposed.
CD 648: LANGUAGE DISORDERS IN SCHOOL-AGE POPULATIONS
(3 Credit Hours)

Instructor: Sharon R. Stewart, Ed.D.
Office: 1030 S. Broadway, Suite 5
Phone: 257-8384; 257-7918
Email: srsrew01@pop.uky.edu

Office Hours: By appointment. Students are encouraged to email, call, or schedule an appointment concerning questions or concerns about the course.

Course Description: A detailed investigation of language disorders and language intervention in school-age populations. Includes an in-depth discussion of prevention strategies, service delivery models, related cultural diversity issues, and assessment and intervention principles and strategies. Prereq: Graduate status in CODI or permission of instructor.

Objectives: By the end of the course, students will be able to:
1. Contrast and compare models of language disorders in school-age populations and describe their contributions to assessment and intervention.
2. Describe principles of assessment of and intervention for language disorders in school-age populations.
3. Discuss the impact of cultural diversity issues on assessment, prevention, and intervention of language disabilities with school-age populations.
4. Describe the relationship between language disorders and school success.
5. Complete language sample analyses to include such measures as type-token ratio, T-unit analysis, analysis of grammatical morphemes, and/or other appropriate measures.
6. Use language assessment outcomes to determine eligibility for school-based services and to develop appropriate intervention goals and strategies.
7. Describe current research concerning effective assessment and intervention strategies for school-age populations.

Required Materials:

Course Requirements:
1. Completion of three written examinations. There will be 3 examinations over readings, class lecture and discussion, and handouts. These exams may include fill-in, matching, short answer, multiple choice, essay, and application tasks. If students are unable to take the examination at the scheduled time, they must discuss this with the instructor in advance. Rescheduling of examinations is at the discretion of the instructor. All make-up examinations must be taken as close to the scheduled examination date as possible.
2. Class attendance and participation. Students are expected to arrive on time and stay the entire length of the class. Students should have completed assigned readings and be prepared to discuss the readings in class. Some in-class activities will occur during the course of the semester. Attendance, participation, and completion of these activities are expected. Students are responsible for obtaining all class notes, handouts, and returned assignments.
3. Language sample analysis. Students will complete a language sample analysis to include type-token ration, T-unit analysis, use of grammatical morphemes, sentence types, and other appropriate analyses.