

63

Proposal #
(Academic Affairs use only)

s20apss5 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
SLP	5xx2	Written Lang. Dev. & Disorder

Course Title: (full title of course if longer than 30 characters)
Written Language Development and Disorders

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 51.0203

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

This course is designed for graduate students in speech-language pathology to meet ASHA standards and guidelines with respect to knowledge and skills in reading and writing development and disorders in children and adolescents. Students will come to understand the relationship between oral and written language development and the role of the SLP in the prevention, identification, assessment and intervention of written language disorders. Content will address the nature of literacy, normal development and disorders of language and literacy, clinical tools and methods, and collaboration, leadership and research principles.

Donna Nigh Department of Advance Professional and Special Services

Department submitting the proposal

Linda R. Sealey

lsealey@uco.edu

5296

Person to contact with questions

email address

Ext. number

Approved by:

Theresa Beliele 7/21/2020
Department Chairperson Date

Donna West-Kelly 8-18-20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

Donna West 8/18/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

EW

1. Does this course have an undergraduate / graduate counterpart?

Yes No

2. Is this proposal part of a larger submission package including a program change?

Yes No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)

Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.

CTE Approval (Stamp or initial) _____

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?

Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?

Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:

Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404

Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)

N/A

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

N/A

9. Will this course have enrollment restrictions?

Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May May not

Major Code: 3730

11. Which of the following student classification(s) may enroll in this course? Check all that apply:

Graduate	(2) 19 + hours	<input checked="" type="checkbox"/>
Graduate	(1) 0-18 hours	<input checked="" type="checkbox"/>
Post Baccalaureate *		<input type="checkbox"/>
Senior		<input type="checkbox"/>
Junior		<input type="checkbox"/>
Sophomore		<input type="checkbox"/>
Freshman		<input type="checkbox"/>

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	<input checked="" type="checkbox"/>
Admission to Nursing Program	<input type="checkbox"/>
Admission to Teacher Education	<input type="checkbox"/>

Other _____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

At the end of the course, learners will be able to:

- * write and administer an assessment plan of oral and written language skills in a language disordered school age child
- * analyze and interpret assessment data from spoken and written language samples of school age children
- * design an intervention plan for a school aged child with a language disorder
- * demonstrate knowledge of the nature of literacy and the relationship between oral and written language.
- * describe the normal development of reading and writing and place development in the context of the general education curriculum.
- * explain disorders of spoken language and literacy and their links to each other and to related communication disorders.
- * describe tools and methods for targeting written language growth.
- * describe the SLP roles and responsibilities in RTI, discuss collaboration and leadership in education teams, explain current educational and health care policies, and demonstrate research principles in evidence-based practice.

Course Detail Information:

14. Contact Hours (per week)

 2 Lecture hours (in class)

 Lab hours (also studios)

 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)

 Lab only (B)

 Lecture/Lab (C)

 x Lecture only (L)

 Recitation/Lab (R)

 Student Teaching (STU)

 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

 N/A

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

 The available technology is sufficient for this course: classroom computers available in EDU, SALT software already installed on computers.

19. The UCO Library has the required library resources available for this new course?

Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
 Jean Longo, Research and Learning Librarian II (responsible for Allied Health Information) & Christine Edwards, Graduate Studies Research & Learning Librarian
 Jan. 4, 2020: results = scholarly resources available.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.

Susan Benson and Linda Sealey

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

Amy Thomas, Elizabeth Dawson, either may require some continuing education in this professional area prior to being assigned to teach this course. Competencies include understanding and advanced coursework and/or experience in assessment and treatment of written language disorders.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will be staffed by an SLP faculty member with salary coming from full-time faculty load.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

This will be full-time faculty load (departmental budget).

24. Projected enrollment for two academic years following approval of new course:

Semester	2021-2022	2022-2023
Fall	15-30	15-30
Spring		
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

Under the Scope of Practice for Speech-language pathologists, SLPs play a critical and direct role in the development of literacy in children and adolescents and in the assessment,

diagnosis, and treatment of written language disorders, including dyslexia. As such, knowledge and skills in this area is mandated by the ASHA certification standards IV-B and IV-C. Previously in this program, this content area has been 'patched' together in other courses, leading to minimal knowledge and skills among our graduates. Stakeholder feedback suggests that we could provide more in-depth education and experience in this content area. In response to these factors we have designed this course.

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<u>X</u>
Leadership	<u>X</u>
Research, Scholarly and Creative Activities	<u>X</u>
Service Learning and Civic Engagement	<u>X</u>
Global and Cultural Competencies	<u>X</u>
Health and Wellness	<u>X</u>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	Students will use language effectively and engage in analytical thought and creative process through critical reviews of assigned readings in two different topic areas, as well as, written essay case study.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	These are graduate students who will evidence a high level of maturity in discipline in application of background knowledge in relating written language development and disorders to oral language. Additionally, students will rely on background knowledge in the consideration and completion of case study exams.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	Students in this course will independently complete critical reviews of assigned reading (scholarly) and develop assessment and treatment plans (scholarly/creative activity) based on evidence-based principles and practice (responsible for mastering the subject matter). Students will contribute to small group and class discussions and work with the instructor in developing a comprehensive understanding and response to the case study exams.

WRITTEN LANGUAGE DEVELOPMENT & DISORDERS SLP 5XX2

UNIVERSITY OF CENTRAL OKLAHOMA

THE MORE THAT YOU READ, THE MORE THINGS YOU WILL KNOW.

THE MORE THAT YOU LEARN, THE MORE PLACES YOU'LL GO."

DR. SEUSS

Spring 2022

Class Times: Monday 5:00-6:50pm

Location: EDU

SLP 5xx2 CRN

Grading: 2 credit hours; letter grade 'A' – 'F'

Instructor: TBD

Office: Library 162

Phone:

Email:

Office Hours: By appointment, call or email.

and/or in office:

Office Hours: and by appointment.

SLP 5xx2 – Written Language Development & Disorders

This course is designed for graduate students in speech-language pathology to meet ASHA standards and guidelines with respect to knowledge and skills in reading and writing development and disorders in children and adolescents. Students will come to understand the relationship between oral and written language development and the role of the SLP in the prevention, identification, assessment and intervention of written language disorders. Content will address the nature of literacy, normal development and disorders of language and literacy, clinical tools and methods, and collaboration, leadership and research principles.

UCO Conceptual Framework:

Reflective, Responsive and Resourceful: *Preparing outstanding professionals who are reflective, responsive and resourceful throughout their professional careers and belief systems.*

Links to source information for the following can be found and referenced in its entirety at
<https://www.uco.edu/ceps/files/departments/dnapss/slp/slp-majors-handbook.pdf>

Protocol for Addressing Student Concerns – Handbook pg. 24

UCO/SLP Course Attendance Policy – Appendix A

UCO/SLP Vision, Mission, & Long-term Goals – Appendix B

Source information for the following can be found at the source links listed:

ASHA Scope of Practice - <https://www.asha.org/policy/SP2016-00343/>

ASHA Code of Ethics - <https://www.asha.org/Code-of-Ethics/>

UCO Student Information & Syllabus Attachment - <http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

UCO Code of Student Conduct - <https://www.uco.edu/offices/student-conduct/forms-and-publications>

I. Required Texts:

Kamhi, A.G. & Catts, H.W. (2012), Language and Reading Disabilities (Third Edition). Boston, Pearson

Culatta, B., Hall-Kenyon, K.M., & Black, S. (2013), Systematic and Engaging Early Literacy: Instruction and Intervention. Plural Publishing, Inc.

II. Course Aims and Objectives:

Aims

The primary aim of this course is the application of procedures in assessment, diagnosis, and intervention for written language disorders, reading and writing, among school-age children, based on a thorough knowledge of language development and principles of assessment and intervention as applied to school age children and will be addressed study of:

1. **The nature of literacy**, including the relationship between oral and written language and reading and writing tools of communication and learning.
2. **Normal development** of reading and writing.
3. **Disorders of language and literacy** and their relationships to each other and to other communication disorders.
4. **Clinical tools and methods** for assessing, diagnosing, and treating oral and written language development and disorders.
5. **Collaboration, leadership, and research principles** associated with team membership, RTI, serving as advocates, and advancing knowledge about evidence-based practices
6. Prevention, identification, assessment and intervention of language disorders as they relate to written language and literacy.

Specific Learning Objectives:

At the end of the course, learners will be able to:

- * write and administer an assessment plan of oral and written language skills in a language disordered school age child
- *analyze and interpret assessment data from spoken and written language samples of school age children
- *design an intervention plan for a school aged child with a language disorder

- *demonstrate knowledge of the nature of literacy and the relationship between oral and written language.
- * describe the normal development of reading and writing and place development in the context of the general education curriculum.
- *explain disorders of spoken language and literacy and their links to each other and to related communication disorders.
- * describe tools and methods for targeting written language growth.
- *describe the SLP roles and responsibilities in RTI, discuss collaboration and leadership in education teams, explain current educational and health care policies, and demonstrate research principles in evidence-based practice.

ASHA Standards IV-B & IV-C

Evidence for the acquisition of these competencies will be in the form of critical reviews of assigned readings, written plans, case study exams, class discussions, and short assignments.

You are invited to come and talk to me about your progress in the course and your consideration of the case studies.

By the end of this course, students will be able to:

- 1.) Demonstrate understanding of the course of language development in school-age children **(ASHA IV-B)**.
- 2.) Demonstrate understanding of the parameters of language as they interact in language development in school-age children **(ASHA IV-B, C, & D)**.
- 3.) Select and obtain appropriate language samples and standardized assessment vehicles for school-age children **(ASHA IV-C & D)**.
- 4.) Analyze written language samples and results from standardized assessments for school-age children **(ASHA IV-C, & D)**.
- 5.) Determine and write appropriate goals for intervention for school-age children **(ASHA IV-C, & D)**.
- 6.) Compare and contrast cultural variations in language development and differentiate between written language differences & disorders among school-age children **(ASHA IV-C, & D)**.
- 7.) Navigate RTI and documentation relevant to Oklahoma Special Education policies and procedures, including REDS, MEETS, IEP **(ASHA IV-E & G, V-A)**.
- 8.) Present a professional case study reflecting professional and ethical conduct in the principles of evidence-based clinical practice and the integration of current research review **(ASHA V-B, IV-B, & IV-C)**

III. Format and Procedures:

The course is structured with lecture and application. Classes will include multiple formats such as lecture, discussion, case study, independent study, critical review, and

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

group learning projects. Assignments will be application of lecture by completion of projects and extension of lecture by research/reading projects.

IV. Course Requirements:

1. Class attendance and participation policy: Class attendance is mandatory. Attendance will be taken daily.

2. Course readings:

(a) Required reading:

D2L and textbook readings are required and assigned in the syllabus Course Schedule, below.

(b) Background readings: as listed in the Course Schedule as 'Readings' and listed at the end of this syllabus.

Read prior to class and be prepared to discuss in class.

3. Assignments/Exams/Grade Opportunities:

Critical Reviews (40% of grade). Each student is required to critically review the required readings for two different topic areas of interested listed in the course outline. To facilitate your critical reflection on what has been read, writing prompts will be posted on D2L. Rubric posted on D2L.

Applied Assessment & Intervention (20% of grade). Students will use literature and class discussion to select appropriate assessment protocols and strategies to apply to a school-age child with a written language disorder. Students will use literature and class discussion to develop an appropriate intervention/treatment plan to implement with a school-age child with a written language disorder. It is preferred that the selected child be a current client on the student's assigned clinical case load. However, theoretical or simulated patients will be considered. Rubric posted on D2L.

Definition of the assessment/intervention strategy (citing appropriate literature) 5pts.

Explanation and support for selected strategy for the individual child. 5pts.

Explanation of how to apply the assessment and intervention to support written (and oral) language (4 pts.), cognitive communication (3pts.), and social aspects of communication (3pts.) for the identified child.

Case Study Exams (40% of grade). Students will read and consider the case studies.

Opportunities will occur throughout the semester to apply what we are learning in class and through the readings, to the case studies. Each case study includes questions. The Case Study Exams must be no longer than 15 double-spaced typed pages in APA format.

V. Grading Procedures: Grades are assigned based on:

1. 'A' = 92%

'B' = 82%

'C' = 72%
'D' = 62%
'F' = /< 61%

VI. Student Responsibilities:

- 1.) Students are responsible for all course information provided here and for all changes in this information that may be announced in class.
- 2.) Students are responsible for all material presented in class lectures, handouts, readings, text assignments, and discussion.
- 3.) Students are responsible for being current in completion of readings and assignments.
- 4.) Any evidence of academic dishonesty or misconduct will be handled according to university policies and procedures. All work done in this course shall be completed independently and shall not have been submitted previously in other courses.
- 5.) Make-up exams will not be given.
Students are expected to conform to appropriate classroom behavior as addressed in University of Central Oklahoma's Code of Conduct found @ <http://www.uco.edu/student-affairs/conduct/files/codeofconduct.pdf>. Your conduct in this class, and others in your major, effectively contributes to your application to be admitted to the Speech-Language Pathology graduate program at UCO or to be recommended by us for employment in our field. Your academic performance is certainly a major consideration in the admission process. In addition, your conduct with regard to punctuality, politeness, cooperation, interpersonal and communication skills and your attention to class lecture and discussion very likely affect our decisions regarding your potential to become a professional in this field.
- 6.) Information concerning important Spring 2015 dates, accommodations for students with disabilities and/or ADA student accommodations, Final Exam Daily Limits, weather delay/closing policy, etc., can be found in the Student Information Syllabus Attachment @ <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>
- 7.) Psychologically Safe Environment: Each student's questions and ideas are valuable and should be respected. It is essential that a safe environment is established to allow each student to question, challenge, and share ideas openly.
- 8.) The Regent's Statement on Course Workload and Homework –OSRHEII-2-34 expects that a full-time college student will spend a minimum of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule. At least two hours of study are expected for every hour in class.

The linked Syllabus Attachment is considered part of this syllabus.

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

VII. Academic Integrity: <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Each student in this course is expected to abide by the University of Central Oklahoma academic integrity policy. Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should **never involve copying** or one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, computer file on any form of memory device, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of the Academic Integrity Policy may include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations. You may not compare exams, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

If you have a cell phone that rings, buzzes, or receives a text message, etc. during an exam, quiz, or assignment you will receive an immediate 'F' and zero points on the exam, quiz, or assignment.

Contact the Office of Academic Affairs. Review the policy @ <http://www.uco.edu/student-affairs/conduct/integrity/index.asp>

VIII. Accommodations for Students with disabilities:

Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Please review the Student Information Syllabus Attachment @ <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Accommodation of Needs: UCO complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services at (405) 974-2516, located in the Nigh Univ. Center, Rm 309. Students should notify the instructor of special accommodation needs by the end of the first week of class.

IX. Course Schedule: (Subject to change upon announcement in class or on D2L)

DATE	IN-CLASS	Tasks
Week 1	Syllabus & course instructions	

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

Knowledge and Skills in Written Language for
SLPs

Week 3 Written language development
Reading, Writing, Spelling, Comprehension

Week 5 Assessment of written language skills

Week 7 Analysis of assessment

Week 9 Treatment for Written Language Disorders

Week 11 RTI, IDEA, IEP

Week 13 Current Research & Issues in Written
Language Disorders & Dyslexia in OK

Week 16 Final Case Study Exam due.

You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own. And you know what you know. You are the guy who'll decide where to go. Dr. Seuss