

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Health Sciences Date: 9/17/08
 Department/Division offering course: Communication Disorders (CODI)

2. What type of change is being proposed? Major Minor*
 *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.
 If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES



3. Current prefix & number: CD 410 Proposed prefix & number: _____
 4. Current Title Language Development Through the Lifespan
 Proposed Title¹ _____
¹If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

5. Current number of credit hours: 3 Proposed number of credit hours: _____
 6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____
 Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail
 Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

Proposed:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both
 Proposed supplementary teaching component: Community-Based Experience Service Learning Both

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Cross-listing: N/A or _____ / _____
Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature

b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature

12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop
 If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.
 Internet/Web-based Interactive Video Extended Campus

13. Current prerequisites:

CODI Major or consent of the instructor

Proposed prerequisites:

14. Current Bulletin description:

An introduction to the normal development of language in individuals from birth to advanced age. Topics include theories of language acquisition; prelinguistic development; development in each of the language domains (phonology, semantics, morphology and syntax, and pragmatics); the relationships between oral language, written language, and academic progress; and cultural differences. Prereq: CODI major or consent of instructor.

Proposed Bulletin description:

15. What has prompted this change?

This course was one of 3 courses that CODI majors used to fulfill their Graduation Writing Requirement (GWR). The writing project in this course was a discipline-specific, upper tier writing project. CODI faculty members have piloted this initiative for three years but now propose dropping the upper tier writing project from this discipline-specific course.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

The upper tier writing project served to fulfill 20% of the course grade and that requirement has been replaced with new course activities. See attached syllabus for content changes in the course.

17. Please list any other department that could be affected by the proposed change:

The English Department could be affected as CODI students will now need to fulfill the GWR through English courses.

18. Will changing this course change the degree requirements for ANY program on campus? YES NO

If YES[‡], list below the programs that require this course:

Undergraduate degree in CODI. Please see attached program change form.

[‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

Is this course currently included in the University Studies Program?

Yes No

Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

20. Within the department, who should be contacted for further information on the proposed course change?
 Kathleen M. Youse, 323-1100 x80475, Kathleen.youse@uky.edu
 Name: Kathleen M. Youse Phone: 323-1100 x80475 Email: Kathleen.youse@uky.edu

21. Signatures to report approvals:

8/22/08
 DATE of Approval by Department Faculty

Judith L. Page | Judith L. Page
 Reported by Department Chair

11/17/08
 DATE of Approval by College Faculty

Sharon R. Stewart | Sharon R. Stewart
 Reported by College Dean

04/7/2009
 *DATE of Approval by Undergraduate Council

 Reported by Undergraduate Council Chair

*DATE of Approval by Graduate Council

 Reported by Graduate Council Chair

12/16/08
 *DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson | Heidi Anderson
 Reported by Health Care Colleges Council Chair

*DATE of Approval by Senate Council

 Reported by Office of the Senate Council

*DATE of Approval by the University Senate

 Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

University of Kentucky
College of Health Sciences
Department of Rehabilitation Sciences
Division of Communicative Sciences and Disorders

Course Number/Title:	CD 410 Language Development Through the Lifespan
Course Credit:	3 SH
Course Placement:	Spring
Course Time/Place:	Tuesdays and Thursdays, 12:30 PM - 1:45 PM CTW Room 403
Course Faculty:	Gilson J. Capilouto, Ph.D. CCC-SLP, ATP 900 S. Limestone, Room 120J 323-1100 ext 80555
Office Hours:	TBA Or by appointment (not available on Wednesday) Email: gjcapi2@uky.edu

Course Description

This course is designed to provide students with a comprehensive understanding of how language is acquired and the course of language development from infancy through advanced age. The normal progression of phonological, semantic, morphological and pragmatic development will be emphasized. Additionally, students will be exposed to theories about how language is acquired, the relationship between language and literacy, the changes in language that occur as a function of aging and cultural issues related to language acquisition and development. Students will be exposed to current research in the area of child language development. Readings, activities, projects and examinations will be used to establish a strong foundation for graduate coursework in childhood and adolescent language disorders as well as adult language impairments.

Course Objectives

Upon completion of this course, the successful student will:

1. Demonstrate knowledge of the terminology used in the study of language development.
2. Summarize the sequence of language development across the life span (infancy, preschool, school-aged, adolescence, aged) for all domains (pragmatics, semantics, phonology, syntax and morphology).
3. Compare and contrast theoretical approaches to language development and hypothesize about the impact of each on treatment of language disorders.
4. Evaluate and interpret language samples from starting to talk through having a conversation.
5. Demonstrate an understanding of cultural issues in language development.
6. Describe the relationship between language and literacy development.
7. Practice collecting and interpreting language samples.

ASHA Standards and Learning Outcomes

By the end of the semester, given readings, independent application activities, examinations, and class discussion, the students will be able to demonstrate the following learning outcomes:

ASHA Standard III-B. The applicant must demonstrate knowledge of the basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

In the area of DEVELOPMENTAL BASES, the student will be able to:

- Demonstrate knowledge of the terminology used in the study of speech, language, and hearing development
- Summarize the sequence of speech, language (written and oral) and hearing development across the life span (infancy, preschool, school-aged, adolescence, aged)
- Summarize the age-related changes in speech and language across the lifespan
- Compare and contrast theoretical approaches to speech and language development

In the area of LINGUISTIC BASES, the student will be able to:

- Identify the major components of language and classify language behaviors according to the components
- Collect, transcribe, analyze and interpret language samples (morphologically, syntactically, and semantically) from starting to talk through having a conversation

In the area of CULTURAL BASES, the student will be able to:

- Hypothesize about the impact of health care beliefs, communication style and pragmatics on clinical service delivery
- Design strategies for modifying evaluation and treatment approaches so they are respect culturally and linguistic diversity
- Recognize key features of multilingual speech and language development

Required Text

Gleason, Jean Berko (2005). *The development of language* (6th ed.). New York: Allyn & Bacon.

Additional readings as assigned.

Instructional Strategies

Lecture
Group Discussion
In-class Activities
Outside Activities
Video Segments

Course Requirements

Blackboard and Email

Information pertaining to the course will be posted on BlackBoard (BB) as much as possible. If you are registered for the class then you are automatically linked to the course. You will need to check the course site at least daily.

Readings

Assigned readings from both texts are provided on the tentative course schedule. My preference is that you complete the assigned readings PRIOR to the class so you can participate fully in class discussion and activities. Readings will facilitate your understanding of class lectures and activities and will be used as one source for test questions.

Assignments

You must take and successfully complete three written tests to include multiple choice, true-false, definitions, short answer and analysis

Successful completion of weekly quizzes and analysis activities

Successful completion of two projects: Cultural Project and Senior Project

All assignments must be completed within the designated time frame. There will be no exceptions. An assignment will be considered late if it is turned in anytime after the regularly scheduled class period in which it is due. Late assignments will be penalized 10 points per day.

Class Attendance

Students are expected to attend all class sessions. Please be respectful of your classmates and your instructor by arriving on time and remaining throughout the entire class session. Acceptable reasons for excused absences are listed in the Student Rights and Responsibilities Handbook, Section 5.2.4.2. You are expected to contact the instructor PRIOR to class if you are unable to attend. You are responsible for all material covered in the class and there will be no make-up for in class activities. Please carefully review the Tentative Course Schedule and note the dates when tests and assignments are due. If you see any conflict, you are asked to inform the instructor within the first two weeks of class.

Method of Evaluation and Grading System

Final grades will be determined using the relative values outlined below. Students must take, complete and pass the three written examinations to receive a final grade in this course, regardless of the point accumulation.

Tests (3)	50%
Cultural Project	10%
Senior Project	20%

Quizzes/Analyses 20%
100%

The University Grading system will be used.

90-100 = A

80- 89 = B

70- 79 = C

60- 69 = D

<60 = E

Withdrawals and Incompletes

The last day to withdraw from the course is at the end of the ninth week. No withdrawals will be signed after that date. It is the student's responsibility to properly process withdrawals. Students who fail to process withdrawals or who process them after the time that grade report sheets are printed, will receive a grade of E on the official grade sheet. To correctly process a withdrawal the student must obtain the signature of Dr. Capilouto, obtain the signature of the student's advisor, and take the withdrawal form to the Registrar's office.

Incomplete (I) grades will be given only in extenuating circumstances and never as a replacement for a failing or substandard grade. Any student requesting an incomplete grade must see the course instructor for approval and for additional rules governing incomplete grades.

UNIVERSITY POLICIES

Excused absences

Acceptable reasons for excused absences are listed in Student's rights and Responsibilities, Section 5.2.4.2. Briefly, these include serious illness, illness or death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable. NOTE: If you intend to be absent to observe a major religious holiday, you must notify Dr. Kleinert in writing by September 8.

When there is an excused absence, you will be given the opportunity to make up missed work and/ or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after the absence.

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the immediate family. The University Health Services (UHS) will no longer give excuses for absences from class due to illness or injury. UHS forms can be date stamped to show that students went to the trouble of going to University Health Service, but it does not mean that students actually saw a physician or a nurse. If the faculty member wants further

verification that a student kept an appointment with University Health Services (especially when there have been multiple or prolonged absences from class), the student will need to sign a release of information form (available from UHS) that will give permission for the staff to talk with the faculty member.

Inclement weather

In case of inclement weather or emergencies, class will be held unless the University administration cancels classes. For University closing of classes and offices, call the UK Infoline at 257-5684 or check UKTV Cable Channel 16. Students should use their judgment about coming to class.

Cheating and plagiarism

Descriptions of what constitutes cheating and plagiarism are found in Student Rights and Responsibilities, Sections 6.3.1 and 6.3.2. Be aware that the minimum consequence for either offense is an "E" in on the assignment.

Classroom and Learning Accommodations

Instructors will make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Students seeking accommodations must submit this certification to the faculty. Contact the Center staff at 257-2754.

Writing Skills

Helping promote scholarship is more than simply teaching the subject matter -- all students need to improve and refine their skills in verbal and written expression. Regardless of discipline, faculty have the right -and the obligation- to expect students to use English properly in all aspects of the course (S.R.5.2.4.3). Instructors may ask students to rewrite papers, make writing style one of the grading criteria, and report a seriously deficient student to his/her college for remedial work.