

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

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: CD 482 Proposed prefix & number: _____

4. Current Title Clinical Management of Communication Disorders I

Proposed Title[†] _____

[†]If 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 / 2010

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

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

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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:

Introduction to remediation of language disorders in individuals from birth through adulthood and from culturally and linguistically diverse backgrounds. Emphasis on strategies to deal with disorders in child language, aphasia, and other language-based disorders, including Alzheimer's Disease and dementia. Prereq: CD 401, CD 402, and CD 410 or consent of instructor; CODI majors only.

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.

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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

4/7/2009

*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.

CD 482: CLINICAL MANAGEMENT OF COMMUNICATION DISORDERS I

3 credit hours

Fall 2009

Monday and Wednesday: 12:30 – 1:45

CTW 415

INSTRUCTORS:

Dr. Jane Kleinert, Course Coordinator
 Office: 900 S. Limestone, Rm. 124N
 Phone: 859.323.1100, ext. 80568
 Email: jklei2@uky.edu

Dr. Joseph Stemple
 Office: 900 S. Limestone, Rm. 120H
 Phone: 859.323.1100 Ext. 80556
 Email: jcstem2@uky.edu

Dr. Robert Marshall
 Office: 900 S. Limestone, Rm. 124 F
 Phone: 859.323.1100, ext. 80569
 Email: rcmarsh@uky.edu

OFFICE HOURS: By appointment. Faculty members are in the office almost every day, but we often have appointments and obligations outside the office. The best strategy is to call or email faculty members in advance to schedule an appointment.

If you need assistance, contact the Administrative Assistant for Communication Disorders at 859.323.1100, ext. 80493.

COURSE DESCRIPTION: Introduction to remediation of speech disorders in individuals from birth through adulthood and from culturally and linguistically diverse backgrounds. Emphasis on strategies to deal with disorders in early childhood communication, adult communication disorders, articulation, and voice. Prereq: CD 401, CD 402, and CD 410 or consent of instructor: CODI majors only.

COURSE OBJECTIVES:

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

- Recognize primary communication characteristics of individuals with disorders of early childhood communication, adult communication disorders, voice, and articulation.
- Describe the diagnostic-therapeutic process as it applies to communication disorders.
- Describe basic therapeutic techniques utilized in treatment of early childhood communication, adult communication disorders, voice, and articulation.
- Identify basic strategies for working with individuals from culturally and linguistically diverse backgrounds
- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.

REQUIRED TEXT & READINGS:

Roth, F.P., & Worthington, C.K. (2005). Treatment resource manual for speech-language pathology (3rd ed.). Clifton Park, NY: Thomson Delmar Learning.

Other readings as assigned.

- You may be required to purchase module packets at Kennedy Book Store. You will be notified if this is required.
- There may be required readings available for check out in Suite 120.
- Power Point slides and attachments may be placed on Blackboard. You will be expected to bring hard copies of slides and attached materials to class. You are expected to have reviewed and studied the material in the PPTs prior to class.

COURSE EXPECTATIONS AND REQUIREMENTS

1. **Class attendance.** Attendance is required because the primary source of information for the examinations will be the class lectures, discussions, and other in-class experiences. Students will "sign-in" on an attendance sheet provided by the instructor at the beginning of each class period. Students who have unexcused absences will not be permitted to make up unannounced quizzes, exercises, worksheets, etc. which are assigned in their absence.

Students with multiple unexcused absences, exceeding 20% of the class contact hours for the course, will not be given the "benefit of the doubt" when final grades are assigned at the end of the semester. For example, if a student earns a final average grade of 89.447, the student with multiple unexcused absences may not receive an "A" for the class, while a student with good attendance may. "Excused" absences are defined by the most recent *University of Kentucky Student Rights and Responsibilities*.

2. **Readings and assignments.** Students are expected to prepare for class by **completing assigned readings in advance**. Students should participate in class discussions and satisfactorily complete all in-class assignments. All outside assignments are due at the beginning of the designated class period unless otherwise stated by the instructor.
3. **Examinations.** Students will complete two-four examinations (see class schedule). Some instructors prefer to give frequent quizzes rather than one exam for a particular module. Each examination or set of quizzes will cover a class module. Examination and quiz formats may include true-false, fill in, multiple choice, short answer and short essay. Students must take tests on the assigned dates. Any exceptions must be arranged with the instructor in advance. (See policy on excused absences).
4. **Activities and Projects.** Each instructor will determine projects or activities for his/her particular module. Grades from such assignments will comprise part of each module's point total.
5. **Communication.** Faculty will communicate with students via such mechanisms as email messages, phone calls, and Blackboard announcements. Consequently, students are expected to check Blackboard, email, and voice mail regularly (daily). Students are expected to respond to faculty requests and announcements promptly.
6. **Classroom Etiquette:** Students are expected to exhibit respectful, attentive behavior in class toward both the instructor and fellow students. All electronic equipment and cell phones must be turned off during class and no other reading materials, than those that pertain to the class, should ever be in use during class sessions.

GRADING POLICY:

Each of the four modules (Early Communication, Voice Disorders, Adult Communication Disorders, and Articulation Disorders) will be worth 25% of the course grade. Instructors will present information on assignments, activities, and quizzes/ exams and their contribution to the module grade at the beginning of each module.

Grading Scale

A	90%
B	80 – 89%
C	70 – 79%
D	60 – 69%
E	less than 60%

Note: Grades on all late assignments will be reduced by 10% per day unless an exception is arranged in advance with the instructor. An item will be considered late if it is turned in after the start of the class period or after the time designated by the instructor.

Grade: Each module of the course will be worth 100 points. The total number of points possible for the course will be 400. Grades for each of the modules will be added and averaged for the final grade. You MUST receive a passing grade on the writing assignment to pass this course.

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.

ACADEMIC INTEGRITY

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). The minimum penalty for an academic offense, such as cheating or plagiarism, is an E in the course (Section 6.4.1)

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to

demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

GENERAL COURSE CALENDAR: Specific module syllabi will be given at the beginning of each module

Date	Topic	Readings/Assignments
Module 1: 8/27-9/22	Communication Disorders in the Adult Population	Dr. Robert Marshall Chapter 6 in Roth & Worthington and additional assigned readings and tasks
9-22-08	Module 1 Exam	
Module 2: 9/24-10/20	Voice Disorders	Dr. Joseph Stemple Chapter 8 in Roth & Worthington and additional assigned readings and tasks
10/20	Module 2 Exam	
Module 3: 10/22- 11-10	Early childhood Communication	Dr. Jane Kleinert Chapter 4 plus appendices, in Roth & Worthington and additional assigned readings and tasks
Quizzes and activities throughout the module totaling 100 points		
Module 4: 11/12-12-10	Articulation Disorders	Dr. Jane Kleinert Chapter 3 in Roth & Worthington; Appendices C & D; additional assigned readings and tasks
Quizzes and activities throughout the module totaling 100 points		

Final 12-11-07 1-3 PM in Room 405 (tentative).

*Class will be held every Monday and Wednesday: 12:30 – 1:45 **EXCEPT** for the following days:

Thursday, 11/19	ASHA
Thursday, 11/26	Thanksgiving