

The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

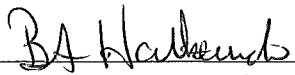
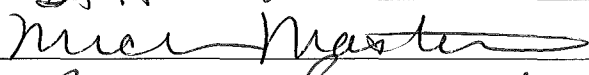


College: Judith Herb College of Education, HSHS	Dept: Rehabilitation Sciences
Contact Person: Lori Pakulski	Phone: x2573
Email: Lori.Pakulski@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: SLP 6400 and 6450	Course Alpha/Numeric: 6400
Course Title: Neuro Disorders: Aphasia AND Neuro Disorders: Brain Injury and Dementia	Course Title: Adult Language and Cognitive Communication Disorders
Credit Hours: 3 + 2	Credit Hours: 5
Cross Listings:	Cross Listings:
Prerequisites:	Prerequisites:
<p>Catalog Description: Advanced course in deficits due to neurological alterations resulting in aphasia. Formal and informal assessment procedures for the diagnosis of aphasia as well as techniques and functional strategies for communicative compensation.</p> <p>AND</p> <p>Course in cognitive and linguistics deficits due to trauma and disease to central nervous system. Course focuses on identification and intervention in communication disorders as the result of acquired brain injury/disease. Traumatic brain injury, right</p>	<p>Catalog Description: Advanced course exploring normal and disordered neural anatomy and physiology for communication and cognition. Students will demonstrate knowledge of assessment and treatment of cognitive and linguistics deficits due to trauma and disease to central nervous system.</p>
UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture

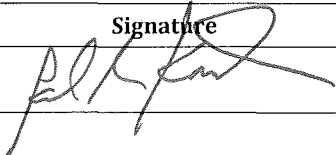
TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reason for Change: Currently, there are unnecessary redundancies across the courses that cannot be avoided because they are being taught at different times in the program. By combining them into a single class, there will be a unified approach to the material and information will be delivered to students in a systematic way. As a result, depth and breadth can be added to the more important aspects of the coursework.
Has course content changed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If Yes, give a brief topical outline of the revised course: Less time will be spent covering information that is unnecessarily redundant, and as a result, more time can be dedicated to the important aspects of the course content.
NOTE: <i>Please attach a copy of the syllabus or course outline.</i>
Has the course changed from a non-core curriculum course to a core curriculum course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
List any course or courses to be dropped: The course SLP 6450 will no longer be taught. However, the material is being incorporated in the proposed course with additional credit hours to allow sufficient coverage of the material.

APPROVAL:

	Signature	Date
Department Curriculum Authority:		3/29/12
Department Chairperson:		3/30/12
College Curriculum Authority:		4-23-12
College Dean:		4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUCG or Graduate Council Curriculum Chair:		9-4-2012

Faulty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		



THE UNIVERSITY OF TOLEDO

Course Number and Title: SLP 6400: Adult Language and Cognitive Communication Disorders

Course Credit: 5

Course Description: Advanced course exploring normal and disordered neural anatomy and physiology for communication and cognition. Students will demonstrate knowledge of assessment and treatment of cognitive and linguistics deficits due to trauma and disease to central nervous system.

Faculty:

- **Name:**
- **Office Hours:**
- **Office Location:**
- **Phone:**
- **Email:**

Course Meeting Time and Location:

Prerequisite(s): N/A

Required Text(s): Examples:

Chapey, R. (2004). *Language intervention strategies in aphasia and related neurogenic communication disorders*. Fifth Edition. Baltimore: Lippincott Williams & Wilkins

Solberg, M.M. and Mateer, C.A. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach*. New York: The Guilford Press

Course Outcomes/Objectives

By satisfactorily completing the formative and summative evaluations of this course, learners will approach or meet standards for select portions of the following 2009 Standards for the Certificate of Clinical Competence in speech-language pathology as outlined by ASHA:

<ul style="list-style-type: none"> • Standard III-B: The applicant must demonstrate knowledge of the nature of basic human communication and swallowing process, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases. <i>This course will address specific knowledge regarding neurologically based, acquired language disorders</i> 	This will be met through completion of: ---Exams ---Build a brain project
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------

<ul style="list-style-type: none"> • Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, and hearing communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. <i>This course will address specific knowledge regarding acquired disorders of receptive and expressive language.</i> 	<p>Students will show competency toward this standard by successful (83.5%) completion of:</p> <p>---Exams</p>
<ul style="list-style-type: none"> • Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. <i>This course will address acquired receptive and expressive language disorders and related cognitive aspects of communication.</i> 	<p>Students will show competency toward this standard by successful (83.5%) completion of:</p> <p>---Team presentations</p> <p>---Exams</p>

Course Assignments and Grading: Examples:

1. Team Presentations

- Students will be assigned to a specific/specialized treatment approach to share with the class
- The team will summarize the information on a handout to be given to each class member (★what do they need to know to utilize this approach with persons with aphasia★).
- The team will host a 30+ minute presentation describing and illustrating the intervention strategies. Teams may use Power Point presentations, video clips, and various materials to demonstrate intervention strategies.
- The team should be prepared to answer questions concerning the presentation. Classmates not presenting should be prepared to ask questions.

2. QUIZZES/EXAMS

- There will be 2-5 quizzes/exams (depends on class vote)
- The exams will cover material included in lectures, audiovisual materials and assigned readings
- Knowledge of course content and ability to apply knowledge will be evaluated
- These will likely consist of some objective questions (e.g., true/false, matching) as well as some synthesis questions (e.g., essay).

3. Build a Brain

- To build a "model" of a human brain to help you become more familiar with the structure and function of the human brain
- See separate instructions sheet.
- Turn in to supervisor room at UT Clinic. Make sure your name is on it.

Grading Scale:**Total Points**

188-200 = A	174-179 = B+	160-165 = B-	148-153 = C	134-139 = D+	120-127 = D-
179-187 = A-	166-173 = B	154-159 = C+	140-147 = C-	128-133 = D	Below 120 = F

Student Performance and Conduct:

Students are responsible for adhering to all policies and procedures indicated in the Student Handbook. To view the Student Handbook, go to www.utoledo.edu, click on "current students" and choose "student handbook."

Students are expected to participate in all class discussions and group exercises. Due to the nature of the in-class/on-line exercises, these assignments will not be made up if a student misses the event. Unusual attendance patterns should be explained to the instructor. Cell phones ringers/call and audible pagers are not permitted in class. *Please see "Netiquette" below related to the on-line activities.*

Written assignments should be turned in according to class schedule. Assignments should be neat in appearance, linguistically correct, error-free, written at a college level, and proofread without errors. Failure to meet the above standards will result in loss of points. All assignments are due on dates indicated by the instructor. Assignments turned in after the due date may receive a maximum of half-credit, providing they would have received full credit had they been turned in on time. This procedure applies in all cases, and may be modified only if prior arrangements have been made with the instructor.

Students are expected to arrive in a timely fashion for class, particularly on examination days. Individuals arriving late may take the examination until the first student has completed his or her examination. Anyone arriving after that time, may take a make-up examination **only with prior instructor approval**. However, the make-up examination will vary from the in-class examination. Students beginning a test late may not be allowed extra time.

Missed Class Policy

This policy provides for basic protections and reasonable accommodations for students who miss class with excused absences. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absences from class:

1. personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees' Policy on Family and Medical Leave], or death in the family;
2. religious observances that prevent the student from attending class;
3. participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performance, R.O.T.C., functions, academic field trips, and specific events connected with coursework;
4. government-required activities, such as military assignments, jury duty or court appearances; and any other absence that the professor approves.

See syllabus for SUP 6210 for standard policies included in every syllabus.