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 6210 and 6220	**Course Alpha/Numeric:** SLP 6210
Course Title: Preschool Language Disorders AND Language Disorders in School Age Children	**Course Title:** Language Development and Disorders: Early Childhood through Adolescenc
Credit Hours: 3 + 2	**Credit Hours:** 6
Cross Listings:	**Cross Listings:**
Prerequisites:	**Prerequisites:**
Catalog Description: The conceptual framework for understanding language disorders in young children. Application and theory of assessment and intervention strategies will be described and discussed. AND The conceptual framework for understanding language disorders in school-age children with special emphasis on language assessment and language interventions in school settings.	**Catalog Description:** This course provides the conceptual framework for understanding language disorders in preschool through school-age children. Special emphasis is placed on application and theory of assessment as well as intervention strategies in private and school settings.
UNIV CORE: ☐Engl ☐ Hum ☐ Math ☐Sci ☐ Soc Sci ☐ US Culture ☐ Non-US Culture	**UNIV CORE:** ☐Engl ☐ Hum ☐ Math ☐Sci ☐ Soc Sci ☐ US Culture ☐ Non-US Culture
TRANSFER MODULE: ☐Arts & Humanity ☐ Engl ☐ Math ☐Soc Sci ☐ Natural Sci & Physics	**TRANSFER MODULE:** ☐Arts & Humanity ☐ Engl ☐ Math ☐Soc Sci ☐ Natural Sci & Physics

Reason for Change: (1) 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 course, there will be a unified approach to the material and information will be delivered to students in a systematic way across the age span. (2) Our current curriula does not provide opportunities to discuss aspects of language including cognitive, social, and other factors of certain communication disorders such as autism. By adding an additional credit, and combining the courses, a thorough approach is possible.

Has course content changed? ☒Yes ☐No

If Yes, give a brief topical outline of the revised course: As explained above, specific disorders that are high incidence such as autism, will be given additional consideration that has not been previously possible.

NOTE: *Please attach a copy of the syllabus or course outline.*

Has the course changed from a non-core curriculum course to a core curriculum course?
☐ Yes   ☒ No

List any course or courses to be dropped: The course SLP 6220 will no longer be taught. However, the material is being incorproated in the proposed course with additional credit hours to allow sufficient coverage of the material.

APPROVAL:

	Signature	Date
Department Curriculum Authority:	BA Nettlemels	3/29/12
Department Chairperson:	Mrica Most	3/30/12
College Curriculum Authority:	Rebecca Shmurla	4-23-12
College Dean:	Barbara Frujeau	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
UUCC 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 6210 Language Development and Disorders: Early Childhood through Adolescence

Course Credit: 6

Course Description: This course provides the conceptual framework for understanding language disorders in preschool through school-age children. Special emphasis is placed on application and theory of assessment as well as intervention strategies in private and school settings.

Faculty:

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

Course Meeting Time and Location:

Prerequisite(s):

Required Text(s):

Course Outcomes:
As a direct result of this course, the student will:

1. Demonstrate a fundamental knowledge in regard to language learning disorders including etiologies, characteristics, anatomical/physiological, acoustic psychological, developmental and cultural correlates:
    a. As measured by his/her performance on examination, papers and assignments that sample comprehension, analysis, synthesis, and/or evaluation of information from reading and lecture with 83% or better
    b. Be able to state characteristics, causes, theories, and development of language and language disorders.
    c. Demonstrate comprehension of educational issues and cultural variations related to child language disability.

2. Demonstrate knowledge of the principles and methods of prevention, diagnosis, consult and treatment, referral, and follow-up care relevant to children with language disorders as well as ways to adapt procedures to meet individual needs. This would include the

necessary modifications for multicultural/family/linguistic/psychological an anatomical differences and adaptations to modify or enhance communication performance.

Course Assignments and Grading

Evaluation:

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.

Academic Honesty Policy

As a student and future professional, honesty and personal integrity are essential values. It is of the utmost importance that you adopt a clear understanding of academic dishonesty and avoid each specific situation. **Academic dishonesty will not be tolerated**. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting materials which are not your own, whether or not the materials are published and/or copyrighted. [When using information from another source, it must be properly cited. There are many resource manuals for guidance. See the instructor if you wish to obtain more information];
- Submitting the same written work to fulfill the requirements for more than one course;
- Allowing another person to represent your ideas or work as his or her own.

If you violate the University Academic Honesty policy, you will be disciplined in accordance with the University guidelines. The following sanctions may be imposed in accordance with university policy:

- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor shall inform the Dean and the student of this action.

- The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective college. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

Netiquette: A Guide to 'Netiquette
Developed by the Educational Technology Center at Northeastern University, 2007.

Remember the Golden Rule:
"Do unto others as you would have others do unto you". This Rule underwrites all the other guidelines contained in this Guide.

Think before you write, and think twice before you send
It is much more difficult to take back something that you've written than something that you've said. Don't send anything in writing that you wouldn't feel comfortable saying to someone in person.

Take a few momments to profread before you sned something
Frequent typographical errors or misspellings will distract your readers, and may leave a bad impression.

Be precise, but also be clear
No one should have to work very hard to understand another person's main point. Give enough background information to allow everyone to follow your idea, but not so much background material that you'll bore your readers.

Use quotations to clarify your point
If you're responding to someone else's posting in an online discussion, copy and paste the most relevant passage from that posting into your response. Doing this will allow your readers to see quickly and exactly what you are responding to. Be selective when choosing your quotations: if you're responding to only one part of a previous posting, there's no reason to quote the entire post!

Avoid acronyms
Do not use acronyms like IMHO (In My Humble Opinion), WAYTA (What Are You Talking About?), or FWIW (For What It's Worth). Not everyone will be familiar with this 'Net shorthand, and your acronym may confuse or slow down others' ability to understand your posting. If you encounter an unfamiliar acronym online, ask the writer for clarification, or see if the acronym is defined on a webpage like Tangled Web Productions' Acronym Page: www.tangled.com/acronyms.htm.

Remember that your audience might be international and inter-cultural

For the Web to live up to its full name (World Wide Web), users must be sensitive to the fact that Web audiences are composed of people from different cultures. Don't be "ethnocentric" when posting material on the Web: always consider that readers may not be familiar with aspects of your culture that you take for granted as "common knowledge." Provide a brief description of any term or idea that may be unfamiliar to members of your audience.

Avoid potentially offensive terminology

Unless you are consciously trying to annoy people, you should avoid using words that could be considered sexist, racist, ageist, and any other perspective that reflects insensitivity, prejudice, and bias based on ignorant disrespect. Don't curse or swear online, either: in most venues, using swear words is considered highly rude. People will pay attention to your words, rather than to the idea you're trying to communicate so forcefully.

Be nice! Prevent a "flame" from developing into a firestorm

A "flame" is an online posting that takes a particularly nasty, mean-spirited tone. For better or worse, many people will say things online that they would never say to someone in a face-to-face situation. Avoid criticizing a person online; instead, offer an alternative perspective on what the person has written. Personal attacks inhibit communication by raising everyone's defenses. Try to ignore others' attempts to provoke a violent response. If you take offense to something online, express your feelings calmly to the appropriate person -- preferably by private e-mail, rather than in a public forum.

Be cautious when using humor (especially sarcasm)

This is one of the most common occasions for offense and misunderstanding in online communication. Not everyone will understand that you are trying to be funny. See the following rule.

Use "emoticons" to express your emotions online

Emoticons (icons that express emotions) may strike some people as unnecessary or silly, but they have a very valid purpose in online communication. Since we cannot see others' facial expressions in most online situations, these icons can provide important information about a person's intentions when writing something. The most commonly used emoticon is sometimes called a "smiley"-- :) or J. You can create the first smiley by typing a colon followed by a right-facing parenthesis. (Many word-processing programs now include "smileys" in their repertoire of font choices.) A "winking smiley" is often used after someone makes a wry joke, and wants to be certain that a reader "hears" the ironic tone: ;). More and more variations on the basic smiley are being used on the Web today: search the Web for emoticon indexes.

Respect others' need for privacy

Online communication can quickly make you feel intimate with people who are relative strangers. Not everyone wishes to share details about themselves online. Be cautious when asking others for personal information about themselves. Keep in mind that different cultures have different expectations regarding what should be public, and what should be private, information.

DON'T CAPITALIZE EVERY WORD, AND BE JUDICIOUS WHEN USING EXCLAMATION POINTS!!!!!!

Capitalizing every word in a statement is the online equivalent of yelling. No one likes to be yelled at, so avoid capitalizing every letter in a posting. Likewise, there's really no reason to type in a dozen or more exclamation points.

A better way to emphasize words online uses an asterisk (*) immediately before and after the words you want to stress. Careful placement of these asterisks can communicate subtle differences of meaning. For example, compare the difference in these 3 statements:

- *I* said that we should all go to the course library for this assignment.
- I said that we should *all* go to the course library for this assignment.
- I said that we should all go to *the course library* for this assignment. **Ask clear questions**

The Web is a great place for learning. The best way to learn is to participate actively, which includes asking questions whenever you are unclear about something or would like further information. The more details you include when posing a question, the more likely it is that you'll find a quick, directed answer.

Be patient, and be polite

Everyone online has a different level of technical experience or accessibility. Everyone online has a different level of familiarity with the language being spoken or the topic under consideration. Be polite and be patient with one another. Expect that there will be misunderstandings in online communication, and make every effort to resolve misunderstandings quickly and courteously.

Reference for Netiquette
Northeastern University, 2007 *A Guide to Netiquette.* Retrieved October 20, 2008, from:
http://www.edtech.neu.edu/teach/use_blackboard/managing_your_course/documents/netiquette.pd
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American with Disabilities Act:

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Any student requiring special accommodations for any aspect of this course is advised to contact the instructor and the Office of Accessibility (419-530-4981; TDD 419-530-2612) as soon as possible to make necessary arrangements.

Statement of Diversity and Inclusion

In concert with the University of Toledo's values and expectations, the faculty within the College of Health Science & Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities.

Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities

- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:

    ➢ Gender,
    ➢ Race/ethnicity,
    ➢ Religion,
    ➢ Sexual orientation,
    ➢ Impairment(s)/Disability(ies),
    ➢ Political views, and
    ➢ Other element(s) of uniqueness

Calendar:

The course calendar is provided as a helpful guideline. Changes in topic or reading assignments may occur. Any changes to this calendar will be discussed in class and, when appropriate, may be posted on Blackboard. Please contact the instructor if you have questions or concerns regarding changes.

Date	Module	Topic	Readings/Exercises