

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 483 Proposed prefix & number: _____

4. Current Title Clinical Management of Communication Disorders II

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

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:

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.

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

4/7/2009
*DATE of Approval by Undergraduate Council

1
Reported by Undergraduate Council Chair

*DATE of Approval by Graduate Council

1
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 483: CLINICAL MANAGEMENT OF COMMUNICATION DISORDERS II

3 credit hours

Spring 2008

Tuesday & Thursday, 10:30 – 11:45

CTW 411

INSTRUCTORS:

Mrs. Donna Southerland Morris
Office: 900 S. Limestone, Rm. 120K
Phone: 859-323-1100 ext. 80554
Email: dsmorr0@uky.edu

Dr. Jodelle F. Deem, *Course Coordinator*
Office: 900 S. Limestone, Rm. 120L
Phone: 859-323-1100 ext. 80557
Email: jfdeem1@uky.edu

Dr. Robert C. Marshall
Office: 900 S. Limestone, Rm. 124F
Phone: 859-323-1100 ext. 80569
Email: rcmarsh@uky.edu

Mrs. Anne Olson
Office: 900 S. Limestone, Rm. 124J
Phone: 859-323-1100 ext. 80572
Email: aolso2@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 e-mail faculty members in advance to schedule an appointment.**

If you need assistance, contact Barbara Drake, Administrative Assistant for Communication Disorders at 859-323-1100, ext. 80493.

COURSE DESCRIPTION: Introduction to remediation of speech & 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, fluency, and other disorders.

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 fluency, hearing and adult language.
- Describe the diagnostic-therapeutic process as it applies to communication disorders.
- Describe basic therapeutic techniques utilized in treatment of fluency, adult language and hearing.
- Identify communicative counseling strategies for working with clients and their families.

REQUIRED TEXT & READINGS:

Roth, F. P., & Worthington, C.K. (2005). *Treatment Resource Manual for Speech-Language Pathology* (3rd Edition). Clifton Park, NY: Thomson-Delmar Learning.

Other readings may be assigned by the instructors throughout the course of the semester:

- 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 Power Point slides and attached materials to class.***

COURSE EXPECTATIONS AND REQUIREMENTS

1. **Class attendance.** Class will meet on **Tuesday and Thursday mornings from 9:30 - 10:45 in Room 411 CTW.** Attendance is required because the primary source of information for the examinations will be the class lectures, discussions, transcription practice, 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, 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 and Quizzes.** Students will complete examinations and/or quizzes according to the format described by each instructor (see each module schedule). Examination and quiz formats may include true-false, fill in, multiple choice, short answer and short essay. Students must take exams and quizzes on the assigned dates. Any exceptions must be arranged with the instructor in advance. (See policy on excused absences).
4. **Communication.** Faculty instructors 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.
5. **Activities and Projects.** Each instructor will determine projects for his/her particular module. Grades from such assignments will comprise a portion of each module’s point total.
6. **Classroom Etiquette.** Students are expected to display respectful, attentive behavior in class toward both the instructor and peers. All electronic equipment and cell phones must be turned off during class time. And no other reading materials, other than those that pertain directly to the class. Should ever be in use at any time.

7. Academic Integrity

Part II of *Student Rights and Responsibilities* (6.3.1; 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.

8.

GRADING POLICY:

Each of the four modules (*Counseling in Communication Disorders, Intervention Strategies for the Hearing Impaired, Fluency Disorders, and Adult Language Disorders*) will comprise 25% of the course grade. Each module grade = 100 points. There will be a total of 400 points in the course. Instructors will present information on assignments, activities, and quizzes/exams and their contribution to the module grade at the beginning of the 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 time designated by the instructor.

Students with multiple absences exceeding 20% within a module will have the module grade dropped by 10 percentage points. Students with multiple absences exceeding 20% for the entire class will have the final grade dropped by 10 percentage points.

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. Deem *in writing* no later than the 2nd class period.

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 judgment about their own safety when deciding 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" 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.

KERA themes and Initiatives used to guide the design of this course include: Course Integration 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 work 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.

Course Integration 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.

Course Integration 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 Info about each module will be provided by the instructor of that module at the beginning of each module:

Date/Module	Topic Area	Readings/Assignments
Module 1: Mrs. Olson 1/16/08 through 2/1/08	Intervention Strategies for the Hearing Impaired	To be assigned by the Instructor
Module 2: Dr. Marshall 2/6/08 through 2/27/08	Aphasia, Apraxia, Dysarthria	Text Chapter 5 and other assigned readings
Module 3: Mrs. Morris 3/6/08 through 4/3/08	Intervention for Fluency Disorders	Text Chapter 6 and other assigned readings
Module 4: Dr. Deem 4/5/08 through 4/26/08	Client and Family Counseling	Text Chapter 8 and other assigned readings
Tuesday 5/1/08 10:30 AM	Final Exam for Module 4 May be necessary because Module 4 ends in “dead week”.	