



College Document \_\_\_\_\_  
 UCC Document # \_\_\_\_\_  
 Document Type \_\_\_\_\_

**CATALOG YEAR** \_\_\_\_\_  
 (Please use separate form for each add/change)

COLLEGE/SCHOOL/SECTION: \_\_\_\_\_ COED/Professional Programs \_\_\_\_\_  
 Current Catalog Page(s) Affected: pp. not in current catalog

**Course:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: Number X Title \_\_\_\_\_  
 (Check all that apply) SCH \_\_\_\_\_ Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, lecture/lab (hours if applicable) and **student learning outcomes**. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

**Program:** Add: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_  
 Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

**Other:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_  
 Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	<u>Alfredo Ramirez by (AR)</u>	<u>3-25-08</u>
Chair Department	<u>Alfredo Ramirez by (AR)</u>	<u>"</u>
Chair College Curriculum Committee	<u>Humberto Coy</u>	<u>"</u>
Dean	<u>Humberto Coy</u>	<u>3/25/08</u>

College of Education  
Department of Professional Programs

Course prefixes are being changed in response to a request from the Texas Higher Education Coordinating Board.

Proposed Course Prefix Changes

Current Prefix	Proposed Prefix	Name
EDCD 5301	CSDO 5301	Research in Communication Sciences & Disorders
EDCD 5305	CSDO 5305	Language Disorders in Adults
EDCD 5310	CSDO 5310	Assessment of Communication Disorders in Culturally and Linguistically Diverse Populations
EDCD 5311	CSDO 5311	Clinical Practicum in Speech/Language Pathology
EDCD 5312	CSDO 5312	Seminar in Speech/Language Pathology

## **EDCD 5301**

### **Research in Communication Sciences and Disorders**

#### **Course Description:**

This course is designed to encourage students to become researchers in the field of speech/language pathology. The student will analyze research in the content areas of speech, language and hearing. An overview of both basic and applied research in the field of speech/language pathology will be presented to the class. The course is designed so that the student will complete and present an initial research project in their field of communication sciences and disorders. There will be an emphasis on evaluation of information.

#### **Course Objectives:** By the end of the semester, the student will be able to:

1. Develop a research question
2. Use library and internet resources
3. Discuss ethical issues in research and informed consent.
4. Discuss qualitative research methodologies and case studies.
5. Discuss quantitative research methodologies and case studies.
6. Discuss single subject and non-experimental designs.
7. Discuss quantitative and quasi-experimental designs.
8. Organize and interpret data.
9. Report research results
10. Demonstrate knowledge of basic terminology and issues in the research area.
11. Read and evaluate research completed by other.
12. Demonstrate the ability to differentiate between basic and applied research.
13. Demonstrate the ability to differentiate between quantitative and qualitative types of research.
14. Demonstrate in writing, and by performance, the ability to write an initial research proposal in their field of interest.
15. Demonstrate the use of APA style in writing.

Also demonstrate in writing, the ability to read and extract information from the professional research literature concerning speech and language exceptionalities associated with the following conditions: articulation and phonological processes, language, fluency, voice and resonance, neurologically based communicative disorders, dysphagia, assistive technology, hearing and dialectical and bilingual/multicultural considerations.

#### **Required Text:**

The professor will utilize current research in speech/language pathology. She also encourages students to hone their research skills by constantly perusing journals, books, and websites pertaining to the field of speech language pathology throughout the semester and life.

#### **The following texts are required:**

*Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)*

**EDCD 5305**  
**Language Disorders in Adults**

**Course Description:**

An in depth study of adult language disorders associated with neuromotor dysfunction and brain injury. Includes diagnostic appraisal and intervention strategies for these disorders.

**Purpose of the Course:**

This course is designed to familiarize the student with the basic information concerning language disorders in adults. The student is expected to become proficient in administration of instruments utilized to diagnose language disorders of varying types. Additionally the student is expected to become proficient in the application of remediation techniques specific to adult clients presenting language disorders.

**Course Text:**

Helm-Estabrooks, N & Albert, M.L. (1991). *Manual of Aphasia Therapy*. Pro-Ed: Austin

**Course Objectives:**

1. To demonstrate an advanced knowledge of theoretical positions pertaining to language disorders in adults.
  - To discuss in detail the basic anatomy and physiology related to language disorders.
  - To list, define and discuss the organization of language in terms of phonological rules, production and perception.
2. To demonstrate an understanding of the progression/development of language disorders in adults.
  - To list, define and discuss factors related to language disorders in adults.
  - To list define and discuss the nature and causes of language disorders in adults.
3. To demonstrate an understanding of evaluation procedures as an aid to the diagnosis of language disorders in the adult population.
4. To demonstrate an acquaintance with preventive, interventional and remediation techniques employed with clients manifesting language disorders.
5. To list and discuss the planning of remediation strategies and the establishment, transfer and maintenance of target behavior for clients with language disorders.

## **EDCD 5310: Assessment of Communication Disorders of Culturally and Linguistically Diverse Populations**

### **Compliance with Americans with Disabilities Act Statement**

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations and assistance due to a disability, please contact the Student Success Center immediately, so that appropriate arrangements and accommodations can be arranged.

### **Course Description:**

The study and application of current assessment methodologies, specific testing instruments, and techniques for the various communication disorders specific to culturally and linguistically diverse populations.

### **Course Objectives:** By the end of the semester, the student will be able to:

1. Describe the developmental course of speech and language for monolingual, bilingual and multilingual children.
2. Compare and contrast the features of standard dialect in comparison to dialectal variations characteristic in the English and Spanish languages.
3. Identify the geographic locations of various ethnic groups within the United States and other countries that represent major populations of English, Spanish and other language speakers.
4. Participate in a class demonstration of at least one comprehensive language test.
5. Demonstrate mastery of basic concepts, theories and historical events that pertain to intervention with culturally and linguistically diverse populations.
6. Complete summaries of five journal articles that pertain to CLD assessment.
7. Demonstrate awareness and use of dynamic assessment/portfolio assessment.

### **Required Texts:**

Mattes, L.J. & Omark, D. R. (1991). **Speech and language assessment for the bilingual handicapped.** Academic Communication Associates: CA.

Gonzales, V., Brusca-Vega, R., and Yawkey, T. (1997). **Assessment and instruction of culturally and linguistically diverse students.**

### **Course Requirements:**

Examinations: There will be 3 examinations. All examinations will be in class, closed book, and worth 100 points per exam. The exam format will include the following: essay, fill-in-the-blank, scenarios, and review of client videos.

### **Journal Article Summaries:**

All students will be responsible for collecting, reading and writing 10 individual summaries of journal articles that pertain to the assessment of culturally and linguistically diverse populations. Students are to pursue their own research via the library and related websites. Students will present the summaries every Thursday.

## **EDCD 5311: Clinical Practicum in Speech/Language Pathology**

**Required Texts:** Hegde, M.N. *Pocket Guide to Assessment in Speech-Language Pathology*. 2003 Singular Publishing, San Diego

Hegde, M.N. *Pocket Guide to Treatment in SLP*. 2003 Singular Publishing, San Diego

Shipley, K.G. & McAfee, J.G. *Assessment in Speech Language Pathology: A Resource Manual*. Singular Publishing, San Diego. My favorite!!

### **Course Description:**

The purpose of EDCD 5311 is to provide students with a 350 hour minimum training experience with persons with communication disorders in a pre-approved agency or clinical setting. First and Second Year CD graduate clinicians from Texas A&M International University will provide diagnostic and therapeutic services to children and adults with communication disorders under the direct supervision of an affiliated speech-language pathologist or audiologist who has certification from the American-Speech-Language Hearing Association (ASHA) and a license to practice in the state of Texas. The graduate practicum experience occurs in off-site locations such as public and private schools, health care settings, private practice settings, group homes and sheltered workshops, neonatal intensive care units, preschools, day care centers, community and state agencies, correctional institutions, and corporate and industrial settings.

### **Course Purpose:**

EDCD 5311 is designed for graduate students who are training to work in the area of speech/language pathology.

### **Course Objectives:**

1. The student will provide prevention, screening, consultation, assessment and diagnosis, treatment, intervention, management, counseling, and follow-up services for disorders of speech (includes swallowing, sensory awareness, and cognition), language, articulation, voice, fluency and hearing.
2. The student will be aware of augmentative and alternative communication techniques and strategies available to persons with communication disorders.
3. The student will provide services to individuals with hearing loss and their families, educating and counseling individuals, families and caregivers regarding communication disorders.
4. The student will plan and administer diagnostic and treatment programs for adults and children in need of diagnosis or treatment of communication disorders.
5. The student will follow all procedures outlined for her by Dr. Nericcio in the extern packet.
6. The student will prepare and maintain all client folders at the externship site.
7. The student will use email weekly to communicate with Dr. Nericcio regarding the externship experience.
8. The student will document, maintain and email a weekly summary of hours to Dr. Nericcio.
9. The student will conference and respond to all supervisor and faculty supervisor's comments.
10. The student will establish and utilize all objectives and procedures that address the communication concerns of the client and/or caregiver/s.

## **EDCD 5312**

### **Seminar in Speech/Language Pathology**

#### **Course Description:**

The study of principles, methods and procedures for speech-language theory, assessment and/or intervention. Subject matter varies from semester to semester, so that specific communication problems may be in depth. The course may be repeated for credit when subject matter changes.

**Course Objectives:** By the end of the semester, the student should be able to:

1. Be familiar with functional disorders of speech and language, which include those that impact articulation, fluency, language and voice.
2. Demonstrate the ability to differentiate between organic versus functional speech disorders.
3. Demonstrate in writing, and by performance, the ability to administer and interpret measures of oral communication, articulation, auditory functioning, speech mechanism, and language.
4. Demonstrate in writing, and by performance, the ability to write diagnostic evaluation and therapeutic reports by analyzing and interpreting results in order to develop beneficial plans for remediation.
5. Also demonstrate in writing the ability to read and extract information from the professional literature concerning speech and language exceptionalities associated with the following conditions: articulation and phonological processes, language, fluency, voice and resonance, neurologically based communicative disorders, dysphagia, alternative communication, hearing and dialectical and bilingual/multicultural considerations.

#### **Required Text:**

- Roseberry-McKibbin & Hegde. *An Advanced Review of SLP*. Pro-Ed. Group.
- Appropriate research to be studied will also be distributed by the teacher.

#### **Journal Article Summaries Presentation:**

All students will be responsible for collecting, reading and writing five individual summaries of journal articles that pertain to the area of speech and language assessment and remediation. Students are to pursue their own research via the library and related websites. Students will be responsible for the presentation for the presentation of one summary per class period. Summaries will account for 50% of the class grade. See format attached.

#### **Quizzes:**

There will be pop quizzes throughout the semester.