

College Document # \_\_\_\_\_

UCC Document # \_\_\_\_\_

Date Received \_\_\_\_\_

**CATALOG YEAR 2006-2007**

**(Please use separate form for each add/change)**

COLLEGE/SCHOOL: College of Education

Current Catalog Page(s) Affected: Page 233-4

Course: Add: EDCD 5305 Delete: \_\_\_\_\_

(check all that apply)

Change: Number \_\_\_\_\_ Title \_\_\_\_\_ SCH \_\_\_\_\_

Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the and indicate changes in red.

**Program:** Add: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the and indicate changes in red.

**Minor:** Add: EDCD 5305 Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor.

If in current catalog, copy and paste the text from the and indicate changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, copy and paste the text from the and indicate changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, copy and paste the text from the and indicate changes in red.

Approvals:

Chair  
Department Curriculum Committee

Signature \_\_\_\_\_ Date 1/31/06

Chair  
Department

Signature \_\_\_\_\_ Date 1/31/06

Chair  
College Curriculum Committee

Signature Humberto Coyas Date 2/6/07

Dean

Signature Humberto Coyas Date 2/6/07

**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.

### **General Instructor Policies:**

1. **Absences:** Attendance will be checked regularly. The student is responsible for all class work and assignments made during the student's absence. If you enter class after roll has been taken, you must individually notify the instructor after class so that you may be marked present.
2. **Assignments:** Assignments will not be accepted after the class period of the specific due date. Assignments, which are late or not turned in at all, will be assigned a zero. No make-up quiz/examinations will be given. If a student is not present for a quiz/examination, a zero will be assigned.
3. **Conferences:** either the instructor or the student may request Appointments. The instructor will schedule all appointments.

### **Course Requirements:**

1. **Examinations:** Three exams will be administered throughout the semester. Examinations will be take home and will account for 60% of the class grade. Refer to the end of the syllabus for an elaboration of the test format.
2. **Treatment Notebook:** each student will construct a Treatment Notebook. Each student will be assigned a specific treatment approach that they are to research and prepare an in-depth treatment notebook. The notebook will account for 20% of the class grade. Guidelines for construction of the notebook are provided at the end of the syllabus.
3. **Observations:** Each student will be required to complete a total of 5 hours of observation of adult neurogenic clients. The student is responsible for arranging his/her observations. The student is required to submit a written summary of each observation incorporating material reviewed in class. Guidelines/Suggestions are provided at the end of the syllabus. Reports will account for 5% of the class grade.
4. **Client Information Packet:** This packet/project will serve as a resource to clients/families. See the end of the syllabus for further details. This project will account for 10% of the class grade.
5. **Support Group Observation:** Students should attend at least 2 "Stroke/Alzheimer's Support Group" meetings. A written report will be turned

in. The student may utilize his or her own format. These observations will account for 5% of the class grade.

**Grade Breakdown:**

Exams	-----	60% of final grade
Tx Notebook	-----	20% of final grade
Observations	-----	5% of final grade
Client Info. Project	-----	10% of final grade
Sup. Grp. Obser.	-----	<u>5% of final grade</u>

**100% of final grade**

**Grade Assignment:** The final grade will be assigned on the following basis:

- A: 90-100
- B: 80-89
- C: 70-79
- F: Below 69

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