Dewar College of Education and Human Services
Valdosta State University
Department of Communication Sciences and Disorder

CSD 5060
Language Disorders in School Aged Children
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COEHS Proficiencies in Content Pedagogy, Assessment, Technology, Ethics & Disposition, & Diversity

STANDARD IV-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic cultural bases. The student must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

STANDARD IV-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

STANDARD IV-D: The student 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

STANDARD IV-F: The student must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

COURSE DESCRIPTION
 A continuation of the study of language disorders with focus on children from elementary school through adolescence. Topics include advanced language development, language demands, cognition, and school curriculum, impact of communicative and linguistic deficiencies on academic progress, collaborative models of intervention, narratives and discourse analysis

Required Software Licensure Purchase

This class will utilize SimuCase, which is a web-based virtual case study program. This licensure purchase will be required instead of any book purchase. This purchase will be valid for your entire graduate career at VSU. ASHA does allow for clinical hours to be obtained using this program under the "alternative clinical experience" category which is allowed by ASHA Standard V-B, paragraphs 3 and 4. Currently, plans are to utilize this program as part of your clinical education as well.

OPTIONAL TEXTBOOKS / RESOURCE MATERIALS

Paul, R. & Norbury, C. F. (2012). *Language Disorders From Infancy Through Adolescence: Listening, Speaking, Reading Writing, and Communicating – 4th Edition.* New Haven, CT: Mosby Elsevier.

COURSE OBJECTIVES

At the conclusion of this course and the related experiences:

1. The student will demonstrate knowledge in the areas of development, disorders, disabilities, diagnosis, program planning, and intervention (ASHA Standards IV-B, IV-C and IV-D). O-CPL$_{1.1}$, O-CPL$_{1.2}$, O-DL$_{1.1}$

2. The student will use knowledge of how both individual and groups learn and develop creative learning opportunities that support intellectual, communication, problem solving and metalinguistic abilities throughout development. (ASHA Standards IV-B, IV-C and IV-D). O-CPL$_{2.1}$, O-CPL$_{2.2}$, O-DL$_{1.1}$

3. The student will demonstrate knowledge and skills to create environments that encourage positive social interaction, self-motivation, and active engagement in learning and/or treatment. (ASHA Standards IV-B, IV-C and IV-D). O-CPL$_{2.1}$, O-CPL$_{2.2}$, O-DL$_{1.1}$

4. The student will integrate information to use effective verbal, nonverbal, and media communication techniques to foster active inquiry. (ASHA Standards IV-B, IV-C, IV-D, and IV-F). O-CPL$_{2.1}$, O-CPL$_{2.2}$, O-DL$_{1.1}$

5. The student will describe language disorders and formally and informally use assessment strategies to appraise and differentially diagnose school age children. (ASHA Standards IV-B, IV-C and IV-D). O-AL$_{1.1}$, O-AL$_{1.2}$, O-AL$_{1.3}$

6. The student will interpret results of various language assessments (including comparison of verbal/nonverbal test results) and develop language intervention plans based on these results. (ASHA Standards IV-B, IV-C and IV-D). O-AL$_{3.1}$

7. Individualized intervention strategies for school age children incorporating appropriate strategies within the context of their daily environment. (ASHA Standards IV-B, IV-C and IV-D). O-CPL$_{3.2}$, O-AL$_{3.2}$

8. The student will identify and use current best practices and models for service delivery. (ASHA Standards IV-B, IV-C and IV-D). O-CPL$_{3.2}$

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. There will be three examinations in the course. Each exam will be a 100 point test. Tests will consist of short answer essay questions that will concern information contained in class discussions.
2. Scoring and Reporting: This is a group assignment in which your group will be given a completed test form of the CELF-4. This will be completed during class hours. (100 points).
3. Virtual Client Evaluation Report: Students will be required to categorize assessment results into a graphical organizer and complete a mini-evaluation report detailing diagnoses and recommendations. (75 points)
4. Lesson Plan Assignment: Each student will create a lesson plan detailing the methodology they would employ to hypothetical clients with a language disorder (50 points).
5. Technological Teaching Tool Assignment: (Groups of 2-4). Each group will create their own unique language teaching tool that can be used in treatment with a school-aged language client and present their creation to the entire class (25 points).

COURSE EVALUATION

Exam I	100 points
Virtual Client Evaluation Report	75 points
Assessment Scoring/Reporting	100 points
Exam II	100 points
Lesson Plan Assignment	50 points
Teaching Tool Assignment	25 points
Final Exam	100 points
TOTAL	550 points

Final Grades will be determined by calculating the proportion of points that were obtained by the student divided by 550 (total number of possible points). Proportions above 90 will receive an A, 80-89 will receive a B, 70-79 will receive a C, 60-69 will receive a d, and below 69 will result in an F.

ATTENDANCE POLICY
The graduate school has no written attendance policy. For this class, any student who misses or is late for more than ¼ of the course work will fail the course. Make-up exams or assignments will not be administered unless the reason for missing the exam is documented. The student is responsible for contacting the professor either by email or by phone *prior* to missing the assignment.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ALL ASSIGNMENTS OTHER THAN THE ASSESSMENT SCORING and THE TEACHING TOOL ASSIGNMENT ARE INDIVIDUAL ASSIGNMENTS. ANY COLLABORATION WITH STUDENTS PAST OR PRESENT IS CONSIDERED PLAGIARISM AND WILL BE PUNISHED ACCORDINGLY.

ACCESSIBILITY STATEMENT
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws

and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.