

University of Wisconsin-Whitewater
Curriculum Proposal Form #4
Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Requisite Change |
| <input type="checkbox"/> Course Revision | <input type="checkbox"/> Repeatability Change |
| <input checked="" type="checkbox"/> Description Change* | <input type="checkbox"/> Diversity Option |
| <input checked="" type="checkbox"/> Title Change | <input type="checkbox"/> General Education Option
area: Select one: |
| <input checked="" type="checkbox"/> Number Change | <input type="checkbox"/> Computer Requirement |
| <input type="checkbox"/> Contact Hour Change and or Credit Change | <input type="checkbox"/> Writing Requirement |
| <input type="checkbox"/> Grade Basis | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Add Cross-listing | |

* Use Form 5, if only a Description Change

Effective Term: 2087 (Fall 2008)

Current/Old Course Number: COMDIS 376

Cross-listing:

New Course Number: COMDIS 477/677

Cross-listing:

Current/Old Course Title: Articulation & Phonological Disorders

New Course Title: Disorders of Speech Production

25-Character Abbreviation (if new title): Disorders of Speech Prod

Sponsor(s): Ruiying Ding

Department(s): Communication Sciences and Disorders

College(s): Education

List all programs that are affected by this change:
Communication Sciences and Disorders

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA Yes They will be submitted in the future

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form4.htm>)

I. **Detailed explanation of changes** (use FROM/TO format)

FROM : Comdis 376

Course description: A study of the development of normal articulation and phonology and of the etiologies, symptoms, diagnosis, and treatment of articulation and phonological disorders.

TO: Comdis 477/677

Course description: A study of the development of normal articulation and phonology and of the etiologies, diagnosis, and treatment of articulation disorder, phonological disorder and developmental apraxia of speech.

II. **Justification for action**

The course is currently offered to juniors in their second semester and it will be offered to seniors and first-year graduate students after 2008, which requires dual-listing for this course. A new section about developmental apraxia of speech is added to the course.

III. **Syllabus/outline** (if course Revision)

University of Wisconsin-Whitewater
College of Education
Department of Communication Sciences and Disorders

Com Dis 477/677 Disorders of Speech production
3 credits, Spring 2008

INSTRUCTOR: Ruiying Ding
OFFICE: Roseman 1022
PHONE: (262) 472-5201
E-MAIL: dingr@uww.edu

CLASS TIME: M W 2:15-3:30 PM
CLASSROOM: Roseman 1040
OFFICE HRS: M W 1:00-2:00 PM

Course Description:

A study of the development of normal articulation and phonology and of the etiologies, diagnosis, and treatment of articulation disorder, phonological disorder and developmental apraxia of speech.

Prereq: COMDIS 270 and COMDIS 272 or consent of instructor.

UWW Undergraduate Catalogue:

<http://www.uww.edu/Catalog/02-04/index4.html>

UWW Graduate Catalogue:

http://www.uww.edu/gradstudies/catalog2002/courses_comdis.htm

Learning Outcomes for Students Linked to Professional Standards

ASHA STANDARDS WEBSITE:

HTTP://WWW.ASHA.ORG/ABOUT/MEMBERSHIP-CERTIFICATION/HANDBOOKS/SLP/SLP_STANDARDS_NEW.HTM

Wisconsin Teaching Standards Website:

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>

A. Knowledge/Content	Standards	
Students will know/understand the:	ASHA	WTS
1. normal articulatory and phonological development	III-C	7
2. disordered articulatory and phonological processes	III-D	7
3. theory and application of articulatory and phonological assessment and intervention procedures	III-E	8
B. Skills		
Students will be able to:		
1. Perform oral motor assessment and analyze the results	III-C	7
2. Perform standard articulation and phonology standard tests	III-E	7
3. Design treatment based on evaluation results	III-E	8

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III. COURSE FORMAT

The course format will be a combination of lectures, “hands-on” clinical training, student presentations and small group collaboration. All readings and projects have been selected to meet the course objectives.

Learning Experiences

Each student is responsible for completion of the following learning experiences by their respective due dates (see course outline).

- a. **Project Title 1**
Oral Motor Assessment
- b. **Project Title 2**
Articulation/phonological Tests
- c. **Project Title 3**
Treatment
- d. **Project Title 4**
Clinical Care Observation

Graduate students who registered in this class are required to do additional course work to reflect increased requirement in content, intensity and self-direction. Graduate students will be required to attend additional observation sessions in the speech language clinic at University of Wisconsin-Whitewater to learn specific treatment techniques in articulation treatment. An additional research paper in evaluation or treatment of articulation disorders is also required. The topic of research paper and the class presentation need to be different.

Evaluation of Learning and Grading

A. Each time you are given an opportunity to demonstrate the knowledge/skills you have attained, your performance shall be quantified in terms of points. The points awarded shall be as follows:

Performance Type	@	Points
1. two in-class examinations	100	200
2. Final Examination	100	100
3. Lab Assignments		
a. Oral Motor Assessment	10	10
b. Articulation/Phonological Tests	50	50
c. Treatment	50	50
d. Clinical Care Observation	10	10
	Total	420

Graduates Grading

Examinations 1-2	2X100 points
Lad assignments	120 points
Research paper	50 points
Final Examination	100 points

* Attendance will be checked randomly. Only students who have perfect attendance will earn the 10 points.

B. The number of points each student earns shall be compared to the total number of points they had an opportunity to earn. The percentage of points earned shall be converted into a letter grade by using the following scale:

Undergraduate Grading Scale

90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
00-59.9%	F

Graduate Grading Scale

93-100%	A
88-92%	AB
80-87%	B
75-79%	BC
69-74%	C
60-68%	D
0-59%	F

Course materials

e. Required Textbooks

(Available for Rental)

Bauman-Waengler, J (2000). *Articulatory and Phonological Impairments: A Clinical Focus*. Boston: Allyn and Bacon

f. Required Readings

Barbara William Hodson (2006). *Evaluating and enhancing children's phonological systems*. Greenville, SC: Thinking Publications,

College of Education

g. Conceptual Framework

Version 1

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

Version 2

In keeping with our philosophy of “The Teacher as a Reflective Facilitator”, we, as educators, are committed to acting as facilitators of your learning in our teacher education program. Our goal is to help you become a teacher who: facilitates your students’ active participation in learning by providing creative learning experiences; improves your practice through reflection, active inquiry, and the assessment of your students’ unique learning styles; understands the needs of a diverse community of learners; and promotes literacy in all areas, including technology. We strive to reflect our commitment to this philosophy in all courses required for licensure, and our own teaching practice, scholarship and service.

h. Code of Ethics

The College supports the ASHA Code of Ethics

University Policies

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the current UW-Whitewater Undergraduate Timetable, the “Rights and Responsibilities” section of the Undergraduate Timetable, and the “Student Academic Disciplinary Procedures” (UWS Chapter 14)

For more details, see the Provost’s website at <http://acadaff.uww.edu/OnlineSyllabiMand%20info.html>

IX. SYLLABUS CHANGES

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing.

X. COURSE OUTLINE

Week #	Meeting Dates	Reading Assignments
1	1/22, 1/24	B-W Chapter One
2	1/29, 1/31	B-W Chapter Two
3	2/5, 2/7	B-W Chapter Four

4	2/12, 2/14	B-W Chapter Five
5	2/19, 2/21	Exam 1
6	2/26, 2/28	B-W Chapter Six
7	3/5, 3/7	B-W Chapter Seven
8	3/12, 3/14	OMA Assignment Due
9	3/19, 3/21	Exam 2
Spring Break	No Class	
11	4/2, 4/4	Artic/Phonological Test Due
12	4/9, 4/11	B-W Chapter Eight
13	4/16, 4/18	B-W Chapter Nine
14	4/23, 4/25	
15	4/30, 5/2	Treatment Project Due
16	5/7, 5/9	Clinical Care Observation Report Due
17	5/14, 5/16	
Finals Week		Final Exam