**Course or Program Addition, Deletion or Modification Request**

**Department:** Special Education & Speech-Language Pathology  
**College:** College of Education

**Current course catalog listing: (for modifications or deletions)**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>SLPA</th>
<th>Course</th>
<th>6740</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Motor Speech Disorders/Dysphagia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hours:</strong></td>
<td>Lecture/Lab/Total</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>☑ Course</td>
<td>☑ Graduate</td>
<td>☑ Every Term</td>
</tr>
<tr>
<td>☐ Program</td>
<td>☐ Undergraduate</td>
<td>☐ Yearly</td>
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<tr>
<td>☑ Modify</td>
<td>☐ Other*</td>
<td>□ Other</td>
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<tr>
<td>☐ Credit</td>
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<td>☑ Title</td>
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<tr>
<td>☑ Description</td>
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<td></td>
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<tr>
<td>☐ Other</td>
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</table>

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  
☐ Library resources need enhancement

**Proposed Course Catalog Listing:** (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>SLPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>6740</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Motor Speech Disorders</td>
</tr>
<tr>
<td><strong>Hours:</strong></td>
<td>Lecture/Lab/Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course studies motor speech dysfunction in children and adults. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, and intervention approaches to management and habilitation/rehabilitation.</td>
</tr>
</tbody>
</table>

**Prerequisite(s)**  
Admission to Teacher Education; advisor permission.

**Present or Projected Enrollment:** (Students per year)  
Effective Date*: Fall 2008

<table>
<thead>
<tr>
<th>Grading System</th>
<th>☑ Letter Grade</th>
<th>☐ Pass/Fail</th>
<th>☐ Other</th>
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**Approval:**

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Department Chair (if cross listed)</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>[Signature]</td>
<td>2/8/08</td>
<td>[Signature]</td>
<td>2/17/08</td>
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<table>
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<tr>
<th>Dean of College</th>
<th>Date</th>
<th>Dean of College (if cross listed)</th>
<th>Date</th>
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<tbody>
<tr>
<td>[Signature]</td>
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<td>[Signature]</td>
<td>2/17/08</td>
</tr>
</tbody>
</table>

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<table>
<thead>
<tr>
<th>Chair, Undergraduate Academic Programs Committee</th>
<th>Date</th>
<th>Chair, Committee on Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vice President for Academic Affairs</th>
<th>Date</th>
</tr>
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Revised 1/09/02
Rationale for Course Change

SLPA 6740

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) accreditation requirements. For purposes of the ASHA application process, all courses contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- The original course included two major areas in speech-language pathology; these areas will be separated into two courses.
- The course title will be changed to reflect the above.
- The course description will be changed to reflect a focus on the one area, motor speech disorders.

Old Description (2006-07 Catalog):

Prerequisites: Admission to Teacher Education; advisor permission
This course studies motor speech dysfunction and dysphagia in children and adults. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, and intervention approaches to management and habilitation/rehabilitation.

New Description (Proposed):

Prerequisites: Admission to Teacher Education; advisor permission
This course studies motor speech dysfunction in children and adults. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, and intervention approaches to management and habilitation/rehabilitation.
SLPA 6740

MOTOR SPEECH DISORDERS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

FAX: 678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission
This course studies motor speech dysfunction in children and adults. Emphasis is on etiologies, characteristics, prevention, assessment/differential diagnosis, and intervention approaches to management and habilitation/rehabilitation.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning,
implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**LEARNING OUTCOMES**

**Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)**

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions are also noted and discussed in more detail below.

Students will:

1. identify the biological and neurological structures involved in motor speech disorders and discuss their roles in normal and disordered populations (Duffy, 2005; Freed, 2000; Love, 2000)
   (ASHA KASA Standard III-B; Knowledgeable, Lifelong Learners, Reflective; NBPTS* 2, 5);

2. describe the etiologies and characteristics of neurological pathologies and/or processes on speech function (Duffy, 2005; Freed, 2000)
   (ASHA KASA Standard III-C; Knowledgeable, Lifelong Learners, Reflective; NBPTS 2, 3, 5);

3. differentially diagnose the various types of motor speech disorders (Duffy, 2005; Freed, 2000)
   (ASHA KASA Standard III-D; Culturally Sensitive, Knowledgeable, Lifelong Learners, Reflective; NBPTS 2, 3, 4, 5);

4. describe the management and remediation of specific communication deficits in children with motor speech disorders (Duffy, 2005; Freed, 2000; Love, 2000)
5. describe the management and remediation of specific communication deficits in adults with motor speech disorders (Duffy, 2005; Freed, 2000)
(ASHA KASA Standard III-D, IV-G; Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Lifelong Learners, Reflective; NBPTS 2, 3, 4, 5); and

6. describe the decision process for adopting an augmentative communication system for use by various clients with severe speech/motoric disabilities (Beukelman & Mirenda, 2005; Duffy, 2005; Freed, 2000)
(ASHA KASA Standards III-D, IV-G; Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Lifelong Learners, Proactive; NBPTS 1, 2).

NBPTS* refers to standards of the National Board for Professional Teaching Standards, a set of standards adopted for graduate education programs in the College of Education; information on the Five Core Propositions is available from:
http://www.nbpts.org/about/coreprops.cfm

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES
Required Text:

Websites:
http://www.asha.org
http://www.cecsped.org

References:
ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of the course is to introduce candidates to more challenging anatomical and functional intervention aspects of the profession. At the end of this course, candidates will demonstrate skills for Decision Makers: determining the direction of current trends in the profession for clients with motor speech disorders (assignments 1, 2), Leaders: guiding intervention directions in the profession (assignments 1, 2), Lifelong Learners: promoting skills for continual scrutiny of professional treatments (assignment 4), Adaptive performances: changing trends and directions as dictated by research-based findings for motor speech disorders (assignments 3, 4), Collaborative: working with peers to help determine best practices and trends for serving clients with neurological impairments (assignment 4), Culturally Sensitive: considering the impacts of cultural backgrounds on intervention needs (assignments 1, 2, 3, 4, 5), Empathetic: understanding and accepting the individual and group needs related to treatment (assignments 1, 2, 4, 5), Knowledgeable: versed in the theories, and practical applications of research-based techniques (assignments 1-5), Proactive: able to accurately predict implications for future intervention strategies in the profession (assignment 3), and Reflective: using research findings to appropriately guide daily practice in serving clients with anatomical and motor speech disorders (assignment 3, 4).

Assignments:

1. **Motor Speech Assessment Interpretation**: Each student will analyze, interpret, and give recommendations based on diagnostic data provided by the instructor. Cultural considerations will be identified. 
   This assignment is an artifact for Foliotek.  
   (Learning Outcomes 1, 2, 3, 4, 5; rubric)

2. **Augmentative and Alternative Communication Device (AAC) Development/Presentation**: Each student will develop and present an AAC device for a specified area of communication deficit related to severe craniofacial disability. Cultural considerations will be identified.  
   (Learning Outcome 6; device, presentation, rubric)

3. **Paper**: Each student will submit a 5-7 page paper related to motor speech disorders (topic to be approved by instructor). At least 75% of references should be from journals no older than 5 years. Students must adhere to APA 5th Edition research format.  
   (Learning Outcomes 2, 3, 4, 5; written product, rubric)
4. **Research/Presentation**: Students will collaborate in groups to research and present on a technique for the treatment of motor speech disorders. At least 75% of references should be from journals no older than 5 years.  
(Learning Outcomes 4, 5; rubric, presentation)

5. **Proficiency Exams**: Each student will complete a mid-term and a final exam related to all assignments and activities of the course.  
(Learning Outcomes 1-6; exams)

Evaluation Procedures:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Assessed</th>
<th>Learning Outcomes</th>
<th>Assessment Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Speech Assessment Interpretation</td>
<td>100</td>
<td>1,2,4,5</td>
<td>Rubric</td>
</tr>
<tr>
<td>AAC Device Development/Presentation</td>
<td>100</td>
<td>6</td>
<td>Device, presentation, rubric</td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
<td>1,2,3,4,5</td>
<td>Written paper, rubric</td>
</tr>
<tr>
<td>Research/Presentation</td>
<td>100</td>
<td>4,5</td>
<td>Presentation, rubric</td>
</tr>
<tr>
<td>Proficiency Exams (2 @ 50 points each)</td>
<td>100</td>
<td>1-5</td>
<td>Examination</td>
</tr>
</tbody>
</table>

**Total** 450

Grading Policy:
A (405-450 points)
B (324-404 points)
C (283-403 points)
F (0-282 points)

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

**CLASS POLICIES**

Please note:
As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Participation. Each student is expected to read assigned material prior to class and participate in class discussions.
2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.
3. Written work done outside of class on for quizzes must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written work.
4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless otherwise specified by the instructor. All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.
5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).
6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.
7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide for the correct method to cite other authors’ work.
9. Work submitted late will receive a 10-point reduction from the earned grade.
10. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. One component of the Meeting Simulation assignment will need to be submitted via e-mail, as
will at least some of the Reading assignments. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

**REFEREED JOURNALS:** A refereed journal utilizes a panel of reviewers to select articles with appropriate content and research design for inclusion in the journal. A list of examples of refereed journals in the field is included here:

**Speech/Language**
- American Journal of Speech-Language Pathology
- Journal of Speech and Hearing Disorders
- Journal of Speech and Hearing Research
- Journal of Speech-Language and Hearing Research
- Language Speech and Hearing Services in Schools

**Special Education**
- Behavioral Disorders
- Exceptional Children
- Gifted Child Quarterly
- Intervention in School and Clinic
- Journal of Learning Disabilities
- Journal for the Education of the Gifted
- Journal of Early Intervention

**Journal of Special Education**
- Learning Disabilities Quarterly
- Learning Disabilities Research & Practice
- Mental Retardation
- Remedial and Special Education
- Teacher Education Special Education
- Topics in Early Childhood Special Education
- Young Exceptional Children
- Journal of Applied Behavior Analysis

**General Education**
- Harvard Educational Review
- Psychology in the Schools

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses of purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*. 
**Tentative Course Schedule Outline**

**This outline provides a guide for the sequence of topics in this course. Deviations may be necessary.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Texts/Chapters</th>
<th>Class Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Introductions, Syllabus Review  
      A Brief Historical Review of Motor Speech Disorders | Chapter 1 Freed | **In-class:**  
      KWL Chart  
      Discussion  
      Ticket out the door |  |
| 2    | Evaluation of Motor Speech Disorders | Chapter 2 | Discussion  
      Hands-on activity |  |
| 3    | The Motor System | Chapter 3 | Appointment  
      Activity |  |
| 4    | Flaccid Dysarthria | Chapter 4 | Lecture  
      DVD | **Paper topic** |
| 5    | Spastic Dysarthria | Chapter 5 | Discussion  
      Lecture,  
      DVD |  |
| 6    | Unilateral Upper Motor Neuron Dysarthria | Chapter 6 | Discussion  
      Lecture  
      Ticket out the door | **Research presentation topic** |
| 7    | Ataxic Dysarthria | Chapter 7 | Jeopardy Game |  |
| 8    | Hypokinetic Dysarthria | Chapter 8 | Appointment  
      Activity | **Paper outline** |
| 9    | **Proficiency Exam I – Chapters 3-8**  
      | Proficiency Exam I – Chapters 3-8 |  |  |
| 10   | Hyperkinetic Dysarthria | Chapter 9 | Discussion  
      Lecture |  |
| 11   | Mixed Dysarthria | Chapter 10 | Discussion  
      Lecture | **Research presentation outline** |
| 12   | Apraxia of Speech AAC | Chapter 11 Handouts | Appointment  
      Activity |  |
| 13   | Craniofacial Disabilities AAC | Handouts | Discussion  
      Lecture  
      Ticket out the door | **Paper** |
<table>
<thead>
<tr>
<th></th>
<th>Research Presentations</th>
<th></th>
<th>Research Presentations</th>
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<tbody>
<tr>
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<td>AAC Device Presentations</td>
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<td>AAC device Presentations</td>
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<tr>
<td>15</td>
<td>Proficiency Exam II – Chapters 9-11</td>
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<td>Proficiency Exam II – Chapters 9-11</td>
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