New Course

Effective Term: 2147 (Fall 2014)

Subject Area - Course Number: ComDis 485  Cross-listing: (See Note #1 below)

Course Title: Senior Seminar in Communication Sciences and Disorders

25-Character Abbreviation: 

Sponsor(s): Roxanne DePaul, Ph.D.

Department(s): Communication Sciences and Disorders

College(s): Education

Consultation took place: ☒ NA ☐ Yes (list departments and attach consultation sheet)

Programs Affected: Communication Sciences and Disorders

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

☒ NA ☐ Yes ☐ will be at future meeting

Prerequisites:

Grade Basis: ☒ Conventional Letter ☐ S/NC or Pass/Fail

Course will be offered: ☒ Part of Load ☐ Above Load

☐ On Campus ☐ Off Campus - Location

College: Education  Dept/Area(s): Communication Sciences & Dis.

Instructor: Roxanne DePaul, Ph.D.

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

☒ Technological Literacy Requirement ☐ Writing Requirement

☒ Diversity ☐ General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: 0  Total lecture hours: See below.

Number of credits: 1  Total contact hours: See below.

Can course be taken more than once for credit? (Repeatability)

☒ No ☐ Yes  If "Yes", answer the following questions:

No of times in major:  No of credits in major:

No of times in degree:  No of credits in degree:
Proposal Information: (*Procedures for form #3*)

**Course justification:** One component of our department LEAP objective is to ensure that our students reflect on their academic journey at UW-Whitewater and develop a post-graduation plan. This course has been taught as 210(section 3) and ComDis 494 as pilots for two years. The purpose of this proposal is to provide a unique course that will facilitate a project-oriented capstone experience for the undergraduate degree in Communication Sciences and Disorders.

**Relationship to program assessment objectives:**
The senior seminar presentation constitutes the final oral and written activity for the major. An additional expectation is that students will showcase creative use of technology. The senior seminar and the final project constitute a high impact educational activity (i.e., LEAP-HIEP) in the Communication Sciences and Disorders curriculum. The course is project-driven with tangible outcomes: a professional resume and a capstone presentation.

**Budgetary impact:** None. This course will be taught as part of faculty load and will have no budgetary impact.

**Course description:** (50 word limit)
This seminar will provide senior Communication Sciences and Disorders majors an opportunity to reflect on their undergraduate experiences and to explore specific post-graduation plans. Students will complete a professional CV and a capstone written and oral summative presentation on a designated department senior day.

**If dual listed, list graduate level requirements for the following:** N/A
1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**
At the end of this course students will have a completed resume, 3 post-graduation action plans and will have completed a final technology-based written and oral presentation. Syllabus has knowledge and skill outcomes specified.

Please refer to syllabus for details.

**ComDis 485 – one credit**
- In class = 12 hours
- Projects = 30 hours
- Readings and Additional Assignments (e.g., WITRC Media training) = 16 hours

<table>
<thead>
<tr>
<th>Credits</th>
<th>In-class lecture</th>
<th>Off-Campus Observation</th>
<th>Readings</th>
<th>Assignments Discussions, etc</th>
<th>Class Projects</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>4</td>
<td>30</td>
<td>58</td>
</tr>
</tbody>
</table>

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)
A. Primary Textbook

B. Secondary Textbook

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 Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17).
Course Objectives and tentative course syllabus with mandatory information (paste syllabus below):

University of Wisconsin – Whitewater
Department of Communication Sciences and Disorders

SYLLABUS
Senior Seminar ComDis 485

Roxanne DePaul, Ph.D., C.C.C.-SLP, Professor
Office 1014 Roseman
Telephone Contacts: (262) 472-5203; Cell: 608-513-9398
Email: depaulr@uww.edu

Class Meets: Tu 5:00-7:30pm
Room 1040 R

Office hours: Tu/Th 2:00-4:30 open office or by appointment

I. COURSE DESCRIPTION
This seminar will provide senior Communication Sciences and Disorders majors an opportunity to reflect on their undergraduate experiences and to explore specific post-graduation plans. Students will complete a professional CV and a capstone written and oral summative presentation on a designated department senior day.

II. LEARNING OUTCOMES FOR STUDENTS LINKED TO LEAP ELOs
Senior Seminar for 1 credit

<table>
<thead>
<tr>
<th>Students will:</th>
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<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>• Recall and recognize the undergraduate experience based on LEAP ELOs (see Appendix A)</td>
</tr>
<tr>
<td>• Knowledge of Human Cultures and the Physical and Natural World</td>
</tr>
<tr>
<td>• Personal and Social Responsibility</td>
</tr>
<tr>
<td>• Intellectual and Practical Skills</td>
</tr>
<tr>
<td>• Understand and demonstrate the components of a resume</td>
</tr>
<tr>
<td>• Demonstrate understanding on how to apply to a graduate program and/or apply and pursue a job lead</td>
</tr>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>• Actively participate in class and online discussions</td>
</tr>
<tr>
<td>• Prepare one or more relevant resumes under guidance of career counselor dropbox by April 8, 2014</td>
</tr>
<tr>
<td>• Design, produce and present a capstone project on April 22, 2014</td>
</tr>
</tbody>
</table>

III. COURSE FORMAT
This class requires independent project completion and will meet two Tuesdays per month for face to face discussion and guest lecturers. Three online discussions will be required. Students will engage in independent projects that will culminate in a final capstone presentation.

IV. LEARNING EXPERIENCES AND GRADES
Attendance is required for all face to face sessions. Students must request permission to be absent and must make up the absence.
This course will be graded on an S/NC basis. Failure to complete a resume and present a final project will result in a NC grade.
V. COURSE MATERIALS
A. Required Readings (Select sections TBA)

B. Recommended

C. Suggested Resources
   Web: http://www.onetonline.org/
   Stated Purpose:
   The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.

VI. COURSE SCHEDULE
Unit 1 Jan 21, Feb 4
   Topics and Activities:
   • Overview and objectives of the seminar
   • Self-Assessment using ELOs, complete self-assessment (see Appendix A)
   • Good is the enemy of Great: Marketing one self
   • Resume preparation (Bredeson)
   Assign: Resume development
   • Meet with Brian Bredeson
   • Dropbox your appointment time with Brian Bredeson
   • Readings:
     Lubinski and Hudson – Chapters 9 and 10 available on D2L
   • Online discussion 1

Unit 2 Feb 11
   Topics and Activities: WITRC technology (Smoniewski)
   • Develop your story
   • Constructing the narrative
   • Making videos: I movies, Show and Share, etc
   Assign: Meet with WITRC staff to explore options for your project

Unit 3 Feb 25
   Topics and Activities: Panel Presentations
   • Update on audiology, deaf education (Gilbertson)
   • Counselor education (Betters-Bubon)
   • Special education (Stuart)
   • Higher Education: student affairs, advising, registrar (Invited guests)
   Assign: Review the requirements
   • Come with questions
   • Online Discussion 2
Unit 4 March 11
Topics and Activities: Pay Forward, Give Back, Reflect
- Exploration for a different kind of year:
- AmeriCorps, City Year, Washington Center
- Travel abroad internships
- Peace Corps

Assign:
- Share an experience Online Discussion 3
- Meet with Dr. DePaul

Unit 5 April 8, April 15
Topics and Activities: Capstone project
- Work at WITRC

Assign:
- Meet with Dr. DePaul: project update and exit interview

Unit 6 April 22
- Final Presentations
- Senior Day Tuesday April 22, 2014 5:00-8:00pm
- Reception 1040R

VII. COEPS
A. Conceptual Framework

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.

B. Code of Ethics. The College supports the ASHA Code of Ethics

VIII. 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) Academic Misconduct [HTTP://WWW.UWW.EDU/HANDBOOK/STUDENT/SYSTEM_1415.HTML](HTTP://WWW.UWW.EDU/HANDBOOK/STUDENT/SYSTEM_1415.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 posted on D2L news (agenda) page. Course schedule will be posted on D2L. All projects will be discussed with specific deadlines and posted on D2L.
Note: the Essential Learning Outcomes below have been endorsed as the learning outcomes that all UW-Whitewater undergraduate students are expected to achieve by the time of graduation, regardless of major, minor, college, or other program.

How did we do? What is your perspective? What was your experience?

<table>
<thead>
<tr>
<th>AAC&amp;U LEAP Essential Learning Outcomes</th>
<th>Your Unit Goals &amp; Accomplishments for 2012-2013</th>
</tr>
</thead>
</table>
| **Knowledge of Human Cultures and the Physical and Natural World**  
*Focused by engagement with big questions, both contemporary and enduring* |  |
| Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts |  |
| **Intellectual and Practical Skills**  
*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance* |  |
| Inquiry & analysis |  |
| Critical thinking |  |
| Problem solving |  |
| Written communication |  |
| Oral communication |  |
| Quantitative literacy |  |
| Information literacy |  |
| Teamwork |  |
| **Personal and Social Responsibility**  
*Anchored through active involvement with diverse communities and real-world challenges* |  |