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| For Academic Affairs and Research Use Only |
| CIP Code:  |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| --- |
| **[ X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Joy Good 9/19/2018**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Amy Shollenbarger 9/19/2018**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Evi Taylor 1/28/2019**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 9/19/2018 Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Joy Good , jgood@astate.edu, 870-972-3147

2. Proposed Starting Term and Bulletin Year

Spring-2019-2020

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

CD 3023

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Diagnosis in Communication Disorders

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Enter text...

Principles of diagnosis and evaluation of speech and language disorders.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. No Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

1. No Is this course restricted to a specific major?
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Spring – 3x week ; 50 minute class sessions

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

This is a lecture only class.

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Enter text...

Standard letter

10. **Yes / No** Is this course dual listed (undergraduate/graduate)?

No

11. **Yes / No** Is this course cross listed?

No

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

 Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program?

No

a. If yes, what program?

 Enter text...

13. **Yes / No**

 Does this course replace a course being deleted? Yes

a. If yes, what course?

CD 4103- Fluency

14. **Yes / No** Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. **Yes / No** Has it been confirmed that this course number is available for use? Yes

 *If no: Contact Registrar’s Office for assistance.*

16. **Yes / No** Does this course affect another program? No

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

1. Introduction to Assessment and Scoring Methods

2. Psychometric Concepts

3. Case History Intake Interviews

4. Routine Assessment Procedures-Oral Peripheral Exams, Hearing Screenings

5. Speech Sound Assessment

6. Speech Sound Assessment

7. Child Language Assessment

8. Child Language Assessment

9. Adult Language Assessment

10. Adult Language Assessment

11. Literacy Assessment

12. Literacy Assessment

13. Voice/ Fluency Assessment

14. Voice/ Fluency Assessment

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

None

1. Will this require additional faculty, supplies, etc.?

 No

20. **Yes / No** Does this course require course fees? No

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 A valuable component of a speech pathologist’s job responsibilities includes the assessment and diagnosis of potential clients. This is critical to ensure appropriate treatment services are provided. Below are the course objectives:

1. Demonstrate knowledge of the nature of the diagnostic process and the scientific orientations common to diagnosis and appraisal.
2. Demonstrate knowledge of appropriate interview techniques.
3. Administer and interpret both formal and informal measures associated with speech and language skills.
4. Utilize assessment information to make appropriate diagnoses and recommendations.
5. Counsel patients and their families regarding the nature of speech/language disorders- including information related to the prognosis and plan of care.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 The mission of the department is to train students to be competent professionals in the field of speech-language pathology.

c. Student population served.

Junior CD students

d. Rationale for the level of the course (lower, upper, or graduate).

It is currently being offered to graduate students. However, it is more appropriate for it to be included as part of the undergraduate curriculum as is commonplace for the majority of CD programs around the state and elsewhere. Some knowledge of assessment is already presumed for incoming graduate students.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

* The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
* The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
* The student must demonstrate knowledge of the research processes associated with the generation of new knowledge and procedures for evidence-based practice.
* The student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skill outcomes:
1. Conduct appropriate evaluations; conduct appropriate screening and prevention procedures; collect and integrate case history information, select, administer, score (and if necessary, modify) evaluation instruments and procedures; interpret, integrate and synthesize all assessment information necessary to develop appropriate diagnoses and make appropriate recommendations for intervention; complete administrative and reporting functions necessary to support evaluations and refer (if necessary) clients for appropriate services.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | * The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
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| Assessment Measure | Test |
| Assessment Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Joy Good |

 *(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 2 (from question #23)** | * The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
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| Assessment Measure | Test/ Role Play Simulation/Case Study Project |
| Assessment Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Joy Good |

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| **Program-Level Outcome 3 (from question #23)** | * The student must demonstrate knowledge of the research processes associated with the generation of new knowledge and procedures for evidence-based practice.
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| Assessment Measure | Test |
| Assessment Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Joy Good |

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| **Program-Level Outcome 4 (from question #23)** | * The student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skill outcomes:
1. Conduct appropriate evaluations; conduct appropriate screening and prevention procedures; collect and integrate case history information, select, administer, score (and if necessary, modify) evaluation instruments and procedures; interpret, integrate and synthesize all assessment information necessary to develop appropriate diagnoses and make appropriate recommendations for intervention; complete administrative and reporting functions necessary to support evaluations and refer (if necessary) clients for appropriate services.
 |
| Assessment Measure | Case Study Project/ Role Play Simulation |
| Assessment Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Joy Good |

 **Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Demonstrate knowledge of the nature of the diagnostic process and the scientific orientations common to diagnosis and appraisal. |
| Which learning activities are responsible for this outcome? | Textbook readings; lecture; class discussion |
| Assessment Measure  | Test |

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| **Outcome 2** | Demonstrate knowledge of appropriate interview techniques. |
| Which learning activities are responsible for this outcome? | Textbook readings; lecture; class discussion; role play simulation |
| Assessment Measure  | Role Play Simulation  |

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| **Outcome 3** | Administer and interpret both formal and informal measures associated with speech and language skills. |
| Which learning activities are responsible for this outcome? | Textbook readings; lecture; class discussion; role play simulation |
| Assessment Measure  | Test  |

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| --- | --- |
| **Outcome 4** | Utilize assessment information to make appropriate diagnoses and recommendations. |
| Which learning activities are responsible for this outcome? | Lecture/ class discussion |
| Assessment Measure  | Case Study Project  |

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| **Outcome 5** | Counsel patients and their families regarding the nature of speech/language disorders- including information related to the prognosis and plan of care. |
| Which learning activities are responsible for this outcome? | Role play simulation |
| Assessment Measure  | Role Play Simulation |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Department of

Communication Disorders

Assistant Professor Amy Shollenbarger, Chair

Professors:

McDaniel

Associate Professors:

Good

Assistant Professors:

Akbari, Brantley, Pait

COMMUNICATION DISORDERS:

The Bachelor of Science degree in Communication Disorders

is a preprofessional degree program which provides students with academic and practical preparation

considered essential for success in the Communication Disorders graduate program. The undergraduate

curriculum offers students a broad base of preparation in general education requirements, the sciences

associated with communication and its disorders, anatomy and physiology, and a number of basic meth

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ods courses associated with the identification and treatment of a variety of communication disorders.

ADMISSION REQUIREMENTS

In order for students to be admitted into the Bachelor of Science in Communications Disorders,

they must meet the following conditions:

1. An overall GPA of 2.75

2. ‘C’ or better in:

ENG 1003, Composition I

ENG 1013, Composition II

3. ‘B’ or better in Math 1023, College Algebra

4. An average GPA of 3.2 or higher in the following courses (repeated courses will be included in the

calculation of the GPA):

BIO 2203

AND

2201, Human Anatomy/Physiology I and Laboratory

CD 2104, Anatomy and Physiology of CD with Laboratory

CD 2203, Phonetics

CD 2653, Introduction to Communication Disorders

PHSC 1203

AND

1201, Physical Science and Laboratory (or other approved general eduaction physi

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cal science option with lab)

PSY 2013, Introduction to Psychology

5. Complete 15 clock hours of supervised observation in the ASU Speech and Hearing Center

6. Complete a free speech and hearing screening at the ASU Speech and Hearing Center

PROBATION, RETENTION AND READMISSION

Refer to Probation, Retention and Readmission Policies in the College of Nursing and Health

Professions.

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The bulletin can be accessed at https://www.astate.edu/a/registrar/students/bulletins/

Major in

Communication Disorders

Bachelor of Science

A complete 8-semester degree plan is available at https://www.astate.edu/info/academics/degrees/

University Requirements:

See University General Requirements for Baccalaureate degrees (p. 44)

First Year Making Connections Course:

Sem. Hrs.

CD 1003, Making Connections Communication Disorders

3

General Education Requirements:

Sem. Hrs.

See General Education Curriculum for Baccalaureate degrees (p. 89)

Students with this major must take the following:

MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite

PSY 2013, Introduction to Psychology

BIO 2203

AND

2201, Human Anatomy and Physiology and Laboratory

Additional Communication, Fine Arts and Humanities, or Social Sciences course (Re

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quired Departmental Gen. Ed. Option)

35

Major Requirements:

BIO 2203

AND

2201 ,CD 2104, CD 2203, CD 2653, PSY 2013 and PHYS 1203

AND

1201 (or

other approved general education physical science option with lab) must be completed with an

average GPA of 3.2 or better as a prerequisite for admission into the undergraduate program

in Communication Disorders. Repeated courses will be included in the calculation of the GP

A.

Refer to the previous page for a complete list of admission requirements.

Courses denoted with an asterisk (\*) require admittance into the undergraduate

Communication Disorders Program.

Sem. Hrs.

CD 2104, Anatomy and Physiology of Speech

4

CD 2203, Phonetics

3

CD 2653, Introduction to Communication Disorders

3

CD 3003, Speech and Hearing Science

3

***CD 3023-Diagnosis in Communication Disorders 3***

CD 3303, Normal Language Development

3

CD 3402, Intro. to Manual Communications

2

\*CD 3503, Audiology

3

CD 3553, Clinical Observations in Communication Disorders

3

CD 3703, Clinical Management Techniques in CD

3

\*CD 3803, Service Delivery in Communication Disorders

3

CD 4063, Multicultural Issues in Communication Disorders

3

~~CD 4103, Fluency~~ This change is discussed in an additional form.

3

CD 4203, Organic Speech Disorders

3

\*CD 4254, Neurological Bases and Disorders of Human Communication

4

\*CD 4303, Language Intervention for Individuals with Mild Disabilities

3

CD 4403, Aural Rehabilitation

3

\*CD 4553, Craniofacial Anomalies

3

\*CD 4753, Clinical Practice I

3

\*CD 4703, Articulation and Phonological Disorders

3

CD 4873, Research Problems in Communication Disorders

3

Aging elective (select one of the following):

CD 3113, Aging in Communication

SOC 4353, Sociology of Aging

NRS 3353, Aging and the Older Adult

3

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The bulletin can be accessed at https://www.astate.edu/a/registrar/students/bulletins/

Counseling elective (select one of the following):

CD 3653, Clinical Interactions in CD

COMS 4403, Seminar in Health Communication

PSY 4053, Today’s Families Interdisciplinary Approaches

3

Psychology electives (select one of the following):

PSY 3403, Child Psychology

PSY 3703, Educational Psychology

PSY 3413, Adolescent Psychology

PSY 4343, Learning Processes

PSY 3453, Developmental Psychology

PSY 4363, Cognitive Psychology

3

Statistics elective (select one of the following):

PSY 3103

AND

3101, Quantitative Methods and Lab

SOC 3383, Social Statistics

STAT 3233, Applied Statistics I

3-4

Sub-total

73-74

Electives:

Sem. Hrs.

Electives

8-9

Total Required Hours: 120