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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] 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 8/30/2018**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Amy Shollenbarger 8/30/2018**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Evi Taylor 1/21/2019**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
|  **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|

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| Susan Hanrahan 1/28/19 | Enter date |

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

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

Shanon Brantley – 870-972-3132

 sbrantley@astate.edu

2. Proposed Starting Term and Bulletin Year

Summer 2019

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 6613

 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).

Pediatric Feeding

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

A comprehensive graduate level course on pediatric feeding and swallowing to provide learners with information on the anatomy-physiology of swallowing processes, the normal swallowing/feeding development, and strategies for the prevention, assessment, and management of children with difficulties feeding and/or swallowing.

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. Yes Are there any prerequisites?
	1. If yes, which ones?

Must be accepted into the Communication Disorders Graduate program

* 1. Why or why not?

This course will be a Communication Disorders Graduate degree requirement

1. Yes Is this course restricted to a specific major?
	1. If yes, which major? Communication Disorders Master’s degree

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

Enter text...

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.

Lecture

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

Standard letter grade

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

11. No Is this course cross listed?

*(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. No Is this course in support of a new program?

a. If yes, what program?

 Enter text...

13. Yes Does this course replace a course being deleted?

a. If yes, what course?

CD 6001 Instrumentation

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

a. If yes, which course?

Enter text...

15. Yes Has it been confirmed that this course number is available for use?

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

16. No Does this course affect another program?

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.)

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| **Week** | **Topic** |
| **1** | **Typical Oral-Motor Development for pediatric feeding and swallowing** |
| **2** | **Feeding Aversions / Digestive Disorders** |
| **3** | **Special Populations & Counseling of pediatric feeding and swallowing disorders** |
| **4** | **Environmental Factors associated with pediatric feeding and swallowing disorders** |
| **5** | **Evaluation/Treatment of pediatric feeding and swallowing disorders****Final Exam** |

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

None

19. Department staffing and classroom/lab resources

Existing faculty member will teach this course

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

No additional faculty or supplies is needed.

20. No Does this course require course fees?

 *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)

Pediatric feeding and swallowing are preferred practice patterns listed in the communication disorders certification agency, American Speech-Language Hearing Association (ASHA). In addition, over the past 5 years, alumni have consistently requested a pediatric feeding and swallowing course in Graduate Follow-Up survey. Lastly, there is a growth in population of children who require speech-language pathology services for evaluation and treatment of feeding and swallowing disorders due to an increase in illegal drug use within our society. If left untreated, pediatric feeding and swallowing disorders often results in a lifelong disorder thereby decreasing quality of life and increasing healthcare costs. Completion of this course will fill an important gap in the current curriculum and will cover a missing component for the content specification of PRAXIS exam for the state licensure through the Arkansas Board of Examiners in Speech-Language Pathology (ABESPA) and for national certification through American Speech-Language Hearing Association (ASHA).

The goal for this course upon its completion is for students to demonstrate competence in the identification, evaluation, diagnosis, and treatment of pediatric feeding and swallowing disorders.

 Enter text...

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 Communication Disorders department mission is to educate and train students to provide service delivery to a broad spectrum of individuals with communication disorders. One such disorder that is not currently being taught in our department is pediatric feeding and swallowing. However, the national certification agency, American Speech-Language and Hearing Association (ASHA) states that speech-language pathologists (SLPs) play a central role in the assessment, diagnosis, and treatment of infants and children with swallowing and feeding disorders. The professional roles and activities in speech-language pathology include clinical/educational services (diagnosis, assessment, planning, and treatment), prevention and advocacy, education, administration, and research. See [ASHA’s *Scope of Practice in Speech-Language Pathology*](https://www.asha.org/policy/SP2016-00343/)(ASHA, 2016b)

c. Student population served.

Student enrolled in the Masters of Communication Disorders program

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

This is an entry level graduate course that will be taken after fundamental concepts learned in the 4000 and 5000 level Communication Disorders courses and admission into the graduate program.

**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?

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| * 1. **[ ]** Global Awareness
 | * 1. **[ x]** Thinking Critically
 | * 1. **[ x]** Information Literacy
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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. |
| Assessment Measure | Student demonstrations, exams, clinical supervisor ratings, employer surveys  |
| Assessment Timetable | Summer semester, each clinical semester, and annually |
| Who is responsible for assessing and reporting on the results? | Course faculty |

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| **Program-Level Outcome 2 (from question #23)** | The student must demonstrate knowledge of swallowing disorders, including their etiologies, characteristics of anatomical/physiological, developmental, and cultural correlates. |
| Assessment Measure | Student demonstrations, exams, clinical supervisor ratings, employer surveys  |
| Assessment Timetable | Summer semester, each clinical semester, and annually |
| Who is responsible for assessing and reporting on the results? | Course faculty |

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| **Program-Level Outcome 3 (from question #23)** | The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with swallowing disorders. |
| Assessment Measure | Student demonstrations, exams, clinical supervisor ratings, employer surveys  |
| Assessment Timetable | Summer semester, each clinical semester, and annually |
| Who is responsible for assessing and reporting on the results? | Course faculty |

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| **Program-Level Outcome 4 (from question #23)** | The student must demonstrate knowledge of the research processes associated with the generation of new procedures for evidenced-based practice. |
| Assessment Measure | Student demonstrations, exams, clinical supervisor ratings, employer surveys  |
| Assessment Timetable | Summer semester, each clinical semester, and annually |
| Who is responsible for assessing and reporting on the results? | Course faculty |

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| **Program-Level Outcome 5 (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 skills outcomes: 1) conduct appropriate screenings and prevention procedures; collet 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 diagnoses and make appropriate recommendations for intervention; complete administrative reporting functions necessary to support evaluations; and refer (if necessary) clients for appropriate services. 2) Develop appropriate treatment plans with achievable goals to meet the client’s needs; implement intervention plans; select or develop and use appropriate materials for prevention and intervention.  |
| Assessment Measure | Student demonstrations, exams, clinical supervisor ratings, employer surveys  |
| Assessment Timetable | Summer semester, each clinical semester, and annually |
| Who is responsible for assessing and reporting on the results? | Course faculty |

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

 **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** | Understand the normal anatomy, physiology, and developmental influences from birth through adolescence |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam.  |

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| **Outcome 2** | Understand the various etiologies and components of abnormal feeding and swallow physiology |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

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| **Outcome 3** | Understand differences between symptoms of normal and abnormal pediatric feeding and swallowing functions |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam.  |

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| **Outcome 4** | Understand principles of clinical oropharyngeal sensory-motor examination |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

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| **Outcome 5** | Understand the various instrumental procedures to evaluate swallowing and their specific advantages and disadvantages |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

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| **Outcome 6** | Evaluate the signs and symptoms of feeding and swallowing disorders as revealed by the clinical and instrumental evaluations |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam?  |

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| **Outcome 7** | Understand principles of pediatric feeding and swallowing disorders diagnosis and treatment across age spans and conditions |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

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| **Outcome 8** | Develop a remediation plan and functional goals based on assessment information |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam  |

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| **Outcome 9** | Counsel patients, families, and care givers regarding pediatric feeding and swallowing issues, including potential need for non-oral feeding methods |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

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| **Outcome 10** | Understand indications and methods for non-oral feeding |
| Which learning activities are responsible for this outcome? | Lecture, discussions |
| Assessment Measure  | Students will score a 70% or higher on the final exam. |

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| **Outcome 11** | Understand multi-cultural influences on pediatric feeding and swallowing |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

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| **Outcome 12** | Understand prevention of pediatric feeding and swallowing complications |
| Which learning activities are responsible for this outcome? | Lecture, discussions, demonstrations/application |
| Assessment Measure  | Students will score an 80% or higher on individual demonstration labs and 70% or higher on the final exam. |

*(Repeat if needed for additional outcomes)*

**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.* |

229-231

**Communication Disorders**

**Master of Communication Disorders**

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| **University Requirements:** |  |
| See Graduate Degree Policies for additional information (pg. 35) |  |
| **Program Requirements:** Students who select the thesis option may substitute six semester hours of Thesis for CD 6513, Advanced Aural  Rehabilitation and CD 6653, Contemporary Issues and Practices in Communication Disorders. |  |
| CD 5751, Clinical Practice I | 1 |
| ~~CD 6001, Instrumentation in CD~~  | ~~1~~ |
| ***CD 6613 Pediatric Feeding and Swallowing*** | ***3*** |
| CD 6053, Research in Communication  | 3 |
| CD 6153, Voice Disorders  | 3 |
| CD 6243, Motor Speech Disorders  | 3 |
| CD 6303, Augmentative and Alternative Communication  | 3 |
| CD 6353, Language Intervention for At-Risk Infants and Toddlers  | 3 |
| CD 6363, Language and Learning Disorders  | 3 |
| CD 6503, Intervention in Communication Disorders  | 3 |
| CD 6513, Advanced Aural Rehabilitation  | 3 |
| CD 6603, Diagnosis in Communication Disorders  | 3 |
| CD 6653, Contemporary Issues and Practices in Communication Disorders | 3 |
| CD 6713, Swallowing Disorders | 3 |
| CD 6743, Neurogenic Language and Associated Cognitive Disorders | 3 |
| CD 6761, Clinical Practice II | 1 |
| CD 677V, Clinical Practice III | 3 |
| CD 6787, Clinical Practice IV | 7 |
| Sub-total | ~~49~~  |
| **Total Required Hours:** | **51** |