Code # NHP05 (2015) Rev

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Joy Good, [jgood@astate.edu](mailto:jgood@astate.edu), 972-3147

2. Proposed Starting Term and Bulletin Year

2016-17 academic year

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 4063

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).

Multicultural Issues in Communication Disorders

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

A study of multicultural issues applicable to providing speech-language-hearing services. Nonbiased assessment and culturally relevant intervention procedures and strategies will be offered.

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. Are there any prerequisites? Choose an item.
   1. If yes, which ones?

No

* 1. Why or why not?

Enter text...

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

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

Fall

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)?

standard letter

* 10. Is this course dual listed (undergraduate/graduate)?
* Yes
* 11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
* No
* If yes, please list the prefix and course number of cross listed course.
  + - Enter text...
* Are these courses offered for equivalent credit? Choose an item.
  + - Please explain. Enter text...

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

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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

16. Does this course affect another program? No

If yes, provide contact information 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 Multicultural Issues in the profession; cultural sensitivity

2. Impact of immigrant/refugee status and religion: Implications for SLPs

3. Anglo-European culture: Implications for assessment and treatment of diverse clients

4. African American language and culture: Implications for assessment and treatment

5. Hispanic language and culture: Implications for assessment and treatment

6. Asian language and culture: Implications for assessment and treatment

7. Pacific Islander language and culture: Implications for assessment and treatment

8. Middle East language and culture: Implications for assessment and treatment

9. Second language acquisition and bilingual development

10. Strategies for conducting nonbiased assessments

11. Assessment alternatives

12. Service delivery options for multicultural students with communication disorders

13. Service delivery options for multicultural adults with communication disorders

14. Treatment

15. Consideration in providing services for internationally adopted children and other special groups.

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

None

19. Department staffing and classroom/lab resources

Amy Shollenbarger, Ph.D. or other CD faculty

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

No

20. Does this course require course fees? No

**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)

The students should become more culturally sensitive and able to provide diagnostic and treatment services to clients from culturally and linguistically diverse backgrounds (CLD).

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.

One mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to individuals of varying ages, socioeconomic levels, education levels, and culturally diverse backgrounds.

c. Student population served.

Junior or senior undergraduates and graduate students

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

This course provides a foundational and application framework in the clinical approach to Multicultural and Multilingual Issues in SLP. The main goal is to learn how to practice best known strategies in conducting fair speech and language assessment and service for individuals from diverse linguistic and cultural backgrounds. The results of this process will enable clinicians to plan appropriate intervention strategies to enhance those individuals' communication skills and success in the mainstream educational and work settings.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

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

23. 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.

24. 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.*

|  |  |
| --- | --- |
| **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 | Exams; clinical performance assessment |
| Assessment  Timetable | Semester by semester; course by course basis |
| Who is responsible for assessing and reporting on the results? | Instructor on record |

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

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

|  |  |
| --- | --- |
| **Outcome 1** | Identify cultural and linguistic variables that may impact speech-language pathology services to members of specific culturally and linguistically diverse groups. |
| Assessment Procedure Criterion | Comprehensive examination |
| Which learning activities are responsible for this outcome? | Cooperative group work, lectures, literature search |
| Assessment  Timetable | Fall semester |
| Who is responsible for assessing and reporting on the results? | Amy Shollenbarger, PhD or other CD faculty |

|  |  |
| --- | --- |
| **Outcome 2** | Examine and explore one’s own culture, and demonstrate understanding of how one’s own biases and belief system may subtly influence the provision of speech-language therapy services. |
| Assessment Procedure Criterion | Oral presentation to class |
| Which learning activities are responsible for this outcome? | Students will make a genealogical map of their ancestors to three generations. Data requested will include country of origin, family, language spoken, religion, education, occupation, and beliefs regarding health/disease, disability and education. OR  Students will create a collage of family pictures across generations and discuss topics related to cultural, ethnic, linguistic, religious, racial background, and living environments. OR  Students may make a video of what they think best represents their individual cultural background in their home community. |
| Assessment  Timetable | Fall semester |
| Who is responsible for assessing and reporting on the results? | Amy Shollenbarger, PhD or other CD faculty |

|  |  |
| --- | --- |
| **Outcome 3** | Contrast communication differences and communication disorders in culturally and linguistically diverse groups. |
| Assessment Procedure Criterion | Compare/contrast paper |
| Which learning activities are responsible for this outcome? | Students will interview a recent immigrant to the US on topics related to why the individual came to the US, the process and problems in coming, similarities and differences between the old and new communities in which the individual lives, and views on healthcare, education, and disability. Then, students will interview an individual who has been in the United States for 10+ years. |
| Assessment  Timetable | Fall semester |
| Who is responsible for assessing and reporting on the results? | Amy Shollenbarger, PhD or other CD faculty |

|  |  |
| --- | --- |
| **Outcome 4** | Describe potential limitations of standardized tests with culturally and linguistically diverse clients, and explain how to use alternative, non-standardized methods for nonbiased assessment. |
| Assessment Procedure Criterion | Oral presentation |
| Which learning activities are responsible for this outcome? | Students will compare currently published standardized tests to an assigned culture’s language structures. Students will design an alternative, non-standardized test appropriate for the culture they are assigned. They will be graded with a rubric. |
| Assessment  Timetable | Fall semester |
| Who is responsible for assessing and reporting on the results? | Amy Shollenbarger, PhD or other CD faculty |

|  |  |
| --- | --- |
| **Outcome 5** | List and describe appropriate treatment techniques for clinically and linguistically diverse children and adults with speech--language disorders. |
| Assessment Procedure Criterion | Project |
| Which learning activities are responsible for this outcome? | Students will interview a speech-language pathologist who works with multicultural populations on their caseloads regarding their academic and clinical preparation for this type of client. How well prepared were they and what have they done post-graduation to improve their cultural competency? What suggestions on cultural diversity do they have for clinicians entering today’s profession? What interventions strategies are appropriate for multicultural populations? |
| Assessment  Timetable | Fall semester |
| Who is responsible for assessing and reporting on the results? | Amy Shollenbarger, PhD or other CD faculty |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **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.* |

\*CD 3503, Audiology 3

CD 3703, Clinical Management Techniques in CD 3

\*CD 3803, Service Delivery in Communication Disorders 3

CD 4103, Fluency 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 4575/5575 Multicultural Issues in Communication Sciences and Disorders 3***

\*CD 4752, Clinical Practice I 2

\*CD 4703, Articulation and Phonological Disorders 3

CD 4873, Research Problems in Communication Disorders