Code # NHP06 (2015) Rev3

**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 4753

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).

Undergraduate Clinical Practice

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

Provide direct clinical services and patient education to improve the learner’s critical thinking, team-building, assessment, and report writing.

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? Yes
   1. If yes, which ones?

CD 3803, CD 4303, and CD 4703

* 1. Why or why not?

Students must have knowledge in the disorders and populations served prior to practicum.

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.*

Spring

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.

Practicum

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)?

No

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

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? No

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.)

Week 1: Initial clinical meeting- Client assignment and supervisory conferences

Week 2: Two one-hour therapy sessions with client and one mandatory clinical team meeting -HIPAA regulations

Week 3: Two one-hour therapy sessions with client and one mandatory clinical team meeting -Universal precautions

Week 4: Two one-hour therapy sessions with client and one mandatory clinical team meeting -Clinical writing

Week 5: Two one-hour therapy sessions with client and one mandatory clinical team meeting –Behavior management

Week 6: Two one-hour therapy sessions with client and one mandatory clinical team meeting- Preparing for supervisory conference

Week 7: Two one-hour therapy sessions with client and one mandatory clinical team meeting and mid-term supervisory conference

Week 8: Two one-hour therapy sessions with client and one mandatory clinical team meeting-Patient Counseling

Week 9: Two one-hour therapy sessions with client and one mandatory clinical team meeting-Mandated reporting

Week 10: Two one-hour therapy sessions with client and one mandatory clinical team meeting-Clinical consultation

Week 11: Two one-hour therapy sessions with client and one mandatory clinical team meeting- Improving caregiver involvement

Week 12: Two one-hour therapy sessions with client and one mandatory clinical team meeting- Interprofessional Team

Involvement

Week 13: Two one-hour therapy sessions with client and one mandatory clinical team meeting-Preparing for final

Supervisory conference

Week 14: Two one-hour therapy sessions with client and one mandatory clinical team meeting, clinic inventory/clean

up and final supervisory conferences

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

CD4753 provides educational opportunities for undergraduate students to gain professional clinical experiences.

19. Department staffing and classroom/lab resources

The ASU Speech and Hearing Center facility and inventory. This will not require any additional faculty or supplies

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

No

20. Does this course require course fees? Yes

**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)

CD4753 is essential to the CD Department curriculum because it provides a capstone learning experience for students.

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 of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to a broad spectrum of individuals with communication disorders. This course ties in directly to this mission by providing students with the opportunity to practice direct, hands-on service provision to clients with a variety of communication disorders. Principles of ethics and professional are reinforced throughout the course.

c. Student population served.

Undergraduate seniors

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

It is imperative that this course be taken in the student’s last semester of undergraduate coursework. They require other junior and senior level courses as a prerequisite.

**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 possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders.

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 apply knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders. |
| Assessment Measure | Clinical Performance Assessment |
| Assessment  Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Clinical Supervisor |

*(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** | Establish and administer an intervention program to specifically assigned clients |
| Assessment Procedure Criterion | Treatment plans and summaries are written for each client. Clinical faculty evaluate and edit treatment plans individually. Feedback is provided. Plans and Summaries must be professional and correct prior to submitting them to clients. |
| Which learning activities are responsible for this outcome? | Research and writing  Collaboration with clinical faculty  Editing process |
| Assessment  Timetable | Mid and End of Term |
| Who is responsible for assessing and reporting on the results? | Clinical Faculty assigned to the student/client pair. |

|  |  |
| --- | --- |
| **Outcome 2** | Collaborate with members of a health care team in order to provide effective treatment. |
| Assessment Procedure Criterion | Students are graded on their participation and interaction during team meetings. |
| Which learning activities are responsible for this outcome? | Clinical collaboration  Treatment discussion  Writing |
| Assessment  Timetable | Mid and End of Term |
| Who is responsible for assessing and reporting on the results? | Clinical Faculty assigned to mentor clinical teams |

|  |  |
| --- | --- |
| **Outcome 3** | Students will be competent in providing client/caregiver education |
| Assessment Procedure Criterion | Faculty monitor therapy sessions to evaluate student/client interactions. Written feedback is provided to students following each therapy session. |
| Which learning activities are responsible for this outcome? | Biweekly therapy sessions  Review of Therapy Plan and Summary with client/caregiver to ensure understanding |
| Assessment  Timetable | Biweekly |
| Who is responsible for assessing and reporting on the results? | Clinical Faculty assigned to the clinician/client pair. |

**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.* |

Please see NHP 07 UCC proposal for 8 semester degree plan from page 304-305 of the Undergraduate Bulletin

Page 499 Undergraduate Bulletin

\* CD 3503. Audiology  A consideration of the causes of hearing loss, with practical experiences

in diagnostic audiometric procedures. Identification of hearing problems, methods of speech and

language training, and methods of teaching speech reading discussed and demonstrated. Admission

to the Communication Disorders Program required. Prerequisite, CD 3003. Fall.

CD 3653. Clinical Interactions in Communication Disorders The purpose of this course

is to provide students with an understanding of the counseling process related to the delivery of

services in communication disorders. Summer.

CD 3703. Clinical Management Techniques in Communication Disorders This course

provides students with knowledge regarding principles and procedures used in the management

of individuals with communication disorders including the identification of target behaviors, target

measurement and reinforcement practices to effect change in behavior. Registration restricted to

Communication Disorders majors. Spring.

CD 3803. Service Delivery in Communication Disorders  An introduction to speech language

programs, their organization and administration. Fifteen hours of clinical observation required.

Admission to the Communication Disorders program required. Fall.

CD 4103. Fluency Disorders  A study of speech as a time related adaptive behavior. Discussion

of various types of fluency disorders, their identification, assessment and intervention. Dual-listed

as CD 5103. Spring.

CD 4203. Organic Speech Disorders This course examines the characteristics of a number

of organic disabilities that impact human communication. Included in this course are the primary

etiologies of the disability, the salient symptoms of the disability, the real or potential impact of the

disability on the development, use, and maintenance of communication, and the impact of the

resulting communication disorders on the client’s life and family. Spring.

CD 4254. Neurological Bases and Disorders of Human Communication

A survey of the normal structure and function of the nervous system in human communication and

resulting disorders that occur due to neurological dysfunction. Admission to the Communication

Disorders program required. Spring.

CD 4303. Language Intervention for Individuals with Mild Disabilities   Assessment

procedures for evaluating language disorders and language intervention procedures for individuals

with mild disabilities. Admission to the Communication Disorders program required. Prerequisite,

CD 3303 or permission of instructor. Fall.

CD 4403. Aural Rehabilitation   Method of instruction in auditory training, speech reading,

and hearing aid orientation. Prerequisite, CD 3503 or permission of instructor. Spring.

CD 4451. Introduction to Clinical Practice   Management of articulatory and language

impaired client to include assessment, IEP and lesson plan development, and intervention. Admission

to the Communication Disorders program required. Prerequisites, CD 3703, CD 3803, and

CD 4303. Demand.

CD 4502. Advanced Manual Communication  An advanced course designed to continue

development of basic language skills in American Sign Language and Signing Exact English.

Prerequisite, Permission of instructor. Spring.

CD 4553. Craniofacial Anomalies and Communication Disorders  A study of the speech,

language, hearing, and swallowing disorders associated with cleft palate and other craniofacial

syndromes. Prerequisites, Admission to the UG Program in Communication Disorders. Fall.

CD 4703. Articulation and Phonological Disorders Principles and procedures for assessment,

treatment, and facilitative techniques in disorders of articulation and phonology affecting various

ages and cultures. Admission to the Communication Disorders program required. Prerequisite, CD

2203. Dual-listed with CD 5703. Fall.

CD 4752. Clinical Practice I  Students will provide direct clinical services, gain practice in critical

thinking, team-building, assessment, report writing, development of treatment plans, session

plans and SOAP notes. Prerequisites, CD 3803, CD 4303, and CD 4703. Spring.

***CD 4753 Undergraduate Clinical Practice Improve critical thinking, team-building, assessment, report writing while providing direct clinical services and patient education. Prerequisite, CD 3803, CD 4303, and CD 4703. Spring***

CD 4755. Practicum in Communication Disorders  Clinical experience with clients with speech,

language, and acoustical disabilities. Must meet requirements for student teaching. Demand.