Code # NHP05 (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 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

Short title: Multicultural Issues in CD

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? Yes
   1. If yes, which ones?

Admission to the Communication Disorders Program

* 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.

Furthermore, the CD program learning outcomes are the same for the undergrad and graduate programs. Opportunities to learn cultural competence are available at the graduate level as seen by the attached survey (see appendix A), “Pilot Data for CNHP Entry Cultural Competence Survey 11.3.2015.” We surveyed our graduate students and then realized that our undergraduate students should be surveyed too. Our intent is to provide an educational foundation to become competent healthcare providers with a solid cultural awareness foundation BEFORE they are admitted to a graduate program that requires a minimum of 400 hours of supervised clinical practicum with clients representing the spectrum of cultural differences. So the undergrad CD course will be one of the strategies we use to increase our undergrad students’ knowledge and skills before they get to grad school or become employed as a speech – pathology assistant.

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 |

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| --- | --- |
| **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 |

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| **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 |

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

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

From Undergraduate Bulletin page 499

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 4063 Multicultural Issues in Communication Disorders A study of multicultural issues applicable to providing speech-language-hearing services. Nonbiased assessment and culturally relevant intervention procedures and strategies will be offered. 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 4755. Practicum in Communication Disorders  Clinical experience with clients with speech, language, and acoustical disabilities. Must meet requirements for student teaching. Demand.

**CNHP Multicultural Ad Hoc Committee**

**Summary Statistics for the Entry-Level Cultural Competence Survey**

**November 3, 2015**

**Summary: A total of 10 CNHP academic programs participated in this entry-level survey. The participating programs and the number of students attempting the survey are included in the following list:**

**A-State Nursing – Jonesboro Campus – 55 students**

**A-State Nursing – Mountain Home - 26 students**

**A-State Nursing – West Memphis - 21 students**

**A-State Nursing – Beebe Campus - 38 students**

**Social Work – MSW program - 22 students**

**Social Work – BSW program - 36 students**

**Physical Therapy Assistant program - 26 students**

**Physical Therapy Doctoral program - 30 students**

**Rad Sciences Bachelor of Science - 6 students**

**Nutrition Science - 9 students**

**Clinical Laboratory Science - 19 students**

**Communication Disorders – Graduate - 23 students**

**TOTAL = 311 Respondents**

**Not all respondents completed every item on the survey. As a result, some percentage scores were calculated by dividing the number of responses in a specific category by the total number of respondents in that category, which often did not equal 311. The percentages for each response category on the survey for all programs are presented on the survey instrument displayed on the following pages. Also, mean scores representing the group’s current cultural competency and cultural competency prior to attending A-State are reported on the survey as well as data regarding the respondents’ gender and ethnicity.**

Appendix A:

CNHP Entry Cultural Competence Survey

***Values and Attitudes***

Cultural awareness is a step toward cultural competence. It is the self-examination and in-depth exploration of one’s own cultural and professional background. This process involves the recognition of one’s biases, prejudices, and assumptions about individuals who are different from yourself. As you take this evaluation, be aware that cultural diversity is more than differences in race. It can include all of the following:

Gender/Transgender Religion or belief systems

Ethnicity Geographical location of “home”

Language skills including dialect Level of education

Age Occupation/class

Socioeconomic status

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Individual Assessment** | **Almost Always** | **Often** | **Sometimes** | **Almost Never** |
| 1. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own. | 139 44.98% | 83 26.86% | 69 22.33% | 18 5.83 %  (NR 2) |
| 2. I screen books, movies and other media resources for negative cultural, ethnic or racial stereotypes before sharing them with individuals and families served by program. | 70 22.51 % | 83 26.69% | 85 27.33 % | 73 23.47 % |
| 3. I intervene in an appropriate manner when I observe other staff or clients within my program engaging in behaviors that show cultural insensitivity, racial biases and prejudice. | 104 33.77% | 90 29.33% | 87 28.25% | 27 8.77%  (NR 3) |
| 4. I understand and accept that family is defined differently by different cultures . | 255 83.33% | 45 1 4.71% | 6 1.96% | 0 (NR 5) |
| 5. I accept and respect that male-female roles may vary significantly among different cultures and ethnic groups (e.g., who makes major decisions for the family). | 230 73.95% | 60 19.29% | 19 6.11% | 2 0.64% |
| 6. I understand that age and life-cycle factors must be considered in interactions with individuals and families (e.g. high value placed on the decision of elders, the role of eldest male or female in families.) | 232 74.60% | 64 20.58% | 14 4.50% | 1 0.32% |
| 7. Even though my professional or moral viewpoints may differ, I accept individuals and families as the ultimate decision makers for services and supports impacting their lives. | 254 81.94 % | 48 15.48 % | 8 2.58% | 0  (NR 1) |
| 8. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures. | 240 77.17 % | 62 19.94% | 9 2.89 % | 0 |
| 9. I reflect on and examine my own cultural background, biases and prejudices related to race, culture, and sexual orientation that may influence my behaviors. | 162 52.26% | 108 34.84% | 29 9.35 % | 11 3.55%  (NR 1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10. I am flexible, adaptive, and will initiate changes, which will better serve clients, families, and other program participants from diverse cultures. | 227 72.99% | 72 23.25% | 12 3.86% | 0 |
| 11. I accept that religion and other beliefs may influence how individuals and families respond to illnesses, disease and death. | 259 84.08% | 44 14.29% | 3 0.97% | 2 0.65%  (NR 3) |
| 12. I understand that the perception of health, wellness and preventive health services have different meanings to different cultural or ethnic groups. | 246 79.87% | 53 17.21% | 8 2.60% | 1 0.32%  (NR 3) |
| 13. I understand that grief and bereavement are influenced by culture. | 250 80.39% | 48 15.43% | 9 2.89% | 4 1.29% |
| 14. I am aware of the socioeconomic and environmental risk factors that that contribute to the major health problems of culturally, ethnically and racially diverse populations served by my program or agency. | 214 69.26% | 79 25.57 | 15 4.85% | 1 0.32%  (NR 2) |
| 15. When interacting with individuals and families who have limited English proficiency, I always keep in mind that limitation in English proficiency are in no way a reflection of their level of intellectual functioning. | 244 79.96% | 47 15.21% | 15 4.85% | 3 0.97%  (NR 2) |

On a scale of 1 to 10 please rate your opinion of your cultural competency level now.

1 2 3 4 5 6 7 8 9 10 **2398/308 = 7.85 mean score (NR = 3)**

Using the following scale, please estimate your level of cultural competence prior to coming to A State and your current cultural competence level:

**Prior to A Astate**

1. No cultural competence
2. Minor cultural competence **970/296 = 3.18 = mean score (NR = 15)**
3. Modest cultural competence
4. Good cultural competence
5. Very culturally competent

Please answer the following about yourself:

Age \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Males = 44 44/307 = 14.33% (NR = 4)**

Gender\_\_\_\_\_\_\_\_\_\_\_\_ **Females = 263 263/307 = 85.67%**

Race\_**Caucasion = 195 (72.22%) African American = 64 (23.70%) Other = 12 (4.44%) (NR = 40)**

Nationality or Country of Origin\_\_\_\_**Most listed USA; 1 listed Philipines; 1 listed Mexico; 1 listed African - America; 1 listed El Salvador; 1 listed England; 1 listed Jew; and many omitted the answer**

Current Major\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_