Code # NHP06 (2015)

**New Course Proposal Form**

[x]  **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

|  |
| --- |
| [x] **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.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10/21/2015**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10/21/2015**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, Ph.D. jgood@astate.edu 870-972-3301

2. Proposed Starting Term and Bulletin Year

2016-2017 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*. )

CD4753

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.

Improve critical thinking, team-building, assessment, report writing while providing direct clinical services and patient education.

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? 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.)

 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: Spring Break

 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- Preparing for final supervisory conference

 Week 13: One 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

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

**Assessment**

**University Goals**

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

|  |  |  |
| --- | --- | --- |
| * 1. [ ] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [ ] Using Technology
 |

**Program Goals**

22. 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.

 CD4753 requires students to apply knowledge gained in their theory-based courses. Their clinical experiences solidify their skills.

c. Student population served.

Senior CD majors

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.

**Course Goals**

23. What is the intended program-level learning outcome for students enrolled in this course? Where does this course fit into an already existing program assessment process?

Learning outcomes include the following:

 Course Goals-

 1. Establish and administer an intervention program specifically assigned clients 2. Participate in Clinical Teams in order to develop (1) problem-solving skills, (2) peer relationships, (3) clinical independence, and (4) to enhance the opportunities to learn about various client populations. 3. Counseling with clients and/or caregivers. 4. Clinical experiences with various populations including clients with the following disorders: Speech-Language Assessment, Articulation, Language, Stuttering, Voice, Aural Rehab.

 Program Goals-

1. Increase CD undergraduate and graduate students’ opportunities for interprofessional education experiences.

24. Considering the indicated program-level learning outcome (in Box #24), please fill out the following table to develop a continuous improvement assessment process for this course.

*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.*

|  |  |
| --- | --- |
| **Outcome 1** | Establish and administer an intervention program 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 writingCollaboration with clinical facultyEditing 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. |

|  |  |
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| **Outcome 2** | Participate in Clinical Teams in order to develop (1) problem-solving skills, (2) peer relationships, (3) clinical independence, and (4) to enhance the opportunities to learn about various client populations.  |
| Assessment Procedure Criterion | Students are graded on their participation during team meetings.  |
| Which learning activities are responsible for this outcome? | Clinical collaborationWriting |
| Assessment Timetable | Mid and End of Term |
| Who is responsible for assessing and reporting on the results? | Clinical Faculty assigned to mentor clinical teams |

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| **Outcome 3** | Professional competency in counseling clients and/or caregivers. |
| Assessment Procedure Criterion | Students must demonstrate competency in providing client/caregiver education.  |
| Which learning activities are responsible for this outcome? | Biweekly therapy sessionsReview of Therapy Plan and Summary with client/caregiver |
| Assessment Timetable | Mid and End of Term |
| Who is responsible for assessing and reporting on the results? | Clinical Faculty assigned to the clinician/client pair. |

 25. High-Impact Activities (Check all that apply)

[x] Collaborative assignments

[ ] Research with a faculty member

[x] Diversity/Global learning experience

[x] Service learning or community learning

[ ] Study abroad

[ ] Internship

[x] Capstone or senior culminating experience

[ ] Other Explain: Enter text...

**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.* |

Pages 303-305

**Department of Communication Disorders**

*Professor Richard Neeley, Chair*

**Professors:** *McDaniel*

**Assistant Professors:** *Akbari, Brantley, Good, Pait, Shollenbarger*

**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 meth­ods 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 physical 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

**Major in Communication Disorders**

**Bachelor of Science**

A complete 8-semester degree plan is available at http://registrar.astate.edu/.

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| **University Requirements:**  |
| See University General Requirements for Baccalaureate degrees (p. 41)  |
| **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. 83) **Students with this major must take the following:** *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite* *PHSC 1203* ***AND*** *1201, Physical Science and Laboratory* *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 (Re­quired 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 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 GPA. 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 3303, Normal Language Development  | 3  |
| CD 3402, Intro. to Manual Communications  | 2  |
| \*CD 3503, Audiology CD 3553- Clinical 3 Observations in Communication Disorders | 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 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  |
| **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 two 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  | 6  |
| **Statistics elective (select one of the following):** COMS 3363, Human Communication Research PSY 3103 **AND** 3101, Quantitative Methods and Lab SOC 3383 **AND** 3381, Social Statistics and Lab STAT 3233, Applied Statistics I  | 3-4  |
| PE 1002, Concepts of Fitness  | 2  |
| **Sub-total**  | **71-72**  |
| **Electives:**  | **Sem. Hrs.**  |
| Electives  | **10-11**  |
| **Total Required Hours:**  | **120**  |

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\* 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, reportwriting while providing direct clinical services and patient education. Prerequisite, CD 3803, CD 4303, nad 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.