

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number _____ or Degree Plan(s) MS Speech Pathology
 State the requested change and reason. A memo may be attached if more space is necessary.

The Department of Communication Sciences and Disorders is requesting several changes in the MS in Speech Language Pathology. Attached is a brief summary of the background and a list of the requested changes with rationale and impact considerations.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Brenda K Bender</u>	<u>10/15/14</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Bruce Smith</u>	<u>12.02.2014</u>
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>Bruce Smith</u>	<u>12.02.2014</u>
Signature	Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

M.S. in Speech-Language Pathology

Explanation of Degree Plan Changes

Background

In 2010, the graduate faculty in Communication Sciences and Disorders began a multi-year curriculum assessment against current trends in the profession from both a clinical and academic perspective. This assessment included but was not limited to an alumni survey and perusal of Texas competitors' degree plans. The assessment determined:

- (1) There is some redundancy in the graduate curriculum, particularly related to professional practice issues (COMP 670 Seminar in Speech-Language Pathology: Capstone and COMP 670 Seminar in Speech-Language Pathology: Professional Issues).
- (2) The curriculum, as indicated by the degree plan, has not kept pace with significant changes in clinical practice, particularly in the areas of cognitive disorders and in child language disorders.
 - a. Cognitive disorders has been taught for several years within COMP 661 Special Problems. (This course typically includes topics that do not fit elsewhere in the curriculum.) Thus, the rehabilitation of cognitive disorders (high-incidence disorder) has had to share the course with other topics (generally low-incidence disorders), limiting the available time to explore fully cognitive disorders across the lifespan.
 - b. All content for child language disorders is taught in one class: COMP 610 Advanced Study of Language Disorders in Children. Additional coursework is needed to establish an adequate foundation of knowledge in child language disorders birth through adolescence. A burgeoning literature base, wide expanse in age ranges affected, and the need to discuss special topics such as language and literacy, early intervention, and autism make it impossible to adequately cover all topics within one child language course.
- (3) All of the current courses that focus on singular disorders focus on high-incidence disorders except for COMP 606 Fluency Disorders; and
- (4) The graduate program in speech-language pathology at ACU is fairly comparable to other program competitors in the number of credit hours required for graduation (52). However, any increase in credit hours would place ACU at a higher number of required credits than all competitors but one.

These findings led the faculty to make curricular changes with the following guidelines:

- (1) Changes to the curriculum addresses all issues but should provide limited disruption to the overall degree plan, and
- (2) Curricular changes maintain a competitive program relative to the number of degree hours. Because our competitors are both public and private universities, the total cost of an education at ACU requires the degree plan be kept at a minimum.

Requested Degree Plan Changes

Based on the findings of the curriculum review and the above faculty guidelines, the following are changes to the degree plan for the M.S. in Speech-Language Pathology:

(1) Remove COMP 606 Fluency Disorders.

- a. Rationale: This course represents a relatively low-incidence disorder compared to all other single disorder courses in the curriculum. Thus, students are spending a disproportionately large amount of time in the classroom for this disorder area compared to other low-incidence disorders.
- b. Related action: Modified content of fluency disorders will be taught in COMP 661 Special Problems in Speech Pathology and Audiology. Removal of COMP 606 from the degree plan and moving the content to COMP 661 allows the content to be taught and allows for a higher-incidence disorder (cognitive disorders) to be fully developed into a stand-alone class.
- c. Impact: No negative impact is anticipated.

(2) Remove COMP 670 Seminar in Speech-Language Pathology: Capstone.

- a. Rationale: This course has considerable redundancy with COMP 670 Seminar in Speech-Language Pathology: Professional Issues.
- b. Related action: The course content of Capstone will be merged into COMP 670 Professional Issues. Deletion of COMP 670 Capstone allows for space in the degree plan to add new coursework (child language disorders).
- c. Impact: No negative impact is anticipated.

(3) Add COMP 615 Cognitive-Communication Disorders.

- a. Rationale: Cognitive disorders has been taught in COMP 661 Special Problems in Speech Pathology and Audiology. However, the content of COMP 661 includes the discussion of multiple disorders (generally low-incidence disorders), making it difficult to adequately cover cognitive disorders across the lifespan. This is a high-incidence disorder and is taught as a stand-alone course in most graduate programs.
- b. Related action: This course content will be removed from COMP 661 and allows fluency disorders to be taught in its place.
- c. Impact: A new, stand-alone course allows the instructor to significantly enhance the curricular content and place ACU in a more favorable standing compared to other graduate programs. As this course takes the 3 credit hours slot of a course removed, no additional hours are added to the degree plan.

(4) Add COMP 611 Language Disorders in Infant/Preschool and Special Populations: Assessment and Intervention.

- a. Rationale: The current course COMP 610 Advanced Study of Language Disorders in Children is a single, 3 hour course that attempts to encompass language disorders birth through adolescence. One course does not adequately allow for the dissemination of course content across that broad age span and breadth of knowledge required to practice. Content regarding language and literacy and

special populations (such as autism) do not presently receive adequate attention. This course specifically addresses the younger population.

- b. Impact: A new, additional stand-alone course in child language disorders allows the instructor to fully develop themes that have been minimized due to time constraints. This allows ACU to be more competitive relative to the student's knowledge base as they graduate from our program and enter the workforce. As this course takes the 3 credit hours slot of a course removed, no additional hours are added to the degree plan.

Summary

The changes noted above removes redundancy, better aligns content areas relative to low-incidence and high-incidence disorders, and allows for a degree plan that is relatively competitive with other graduate programs.

See below for modified degree plan.

Previous Degree Plan

1. Core courses (39 hours); Practicum (13 hours)	
YEAR 1	
Fall	
COMP 602	Aphasia
COMP 610	Language Disorders in Children
COMP 620	Communication Research Methods
COMP 659	Diagnostic and Therapeutic Theory
COMP 693	Clinical Practicum
Spring	
COMP 601	Phonological Disorders
COMP 603	Motor Speech Disorders
COMP 613	Dysphagia and Related Disorders
COMP 693	Clinical Practicum
Summer	
COMP 608	Communication Disorders in Bilingual/Bicultural Populations
COMP 693	Clinical Practicum (Variable Credit: 1 or 3 hours)
YEAR 2	
Fall	
COMP 604	Voice Disorders
COMP 606	Fluency Disorders
COMP 661	Special Problems in Speech Pathology and Audiology
COMP 694	Advanced Clinical Practicum
Spring	
COMP 670	Seminar in Speech Pathology: Professional Issues
COMP 670	Seminar in Speech Pathology: Capstone
COMP 694	Advanced Clinical Practicum
2. Comprehensive Exam	

New Degree Plan

1. Core courses (39 hours); Practicum (13 hours)
YEAR 1
Fall
COMP 602 Aphasia COMP 610 Language and Language Based Literacy Disorders in the School-Aged Population: Assessment and Intervention COMP 620 Communication Research Methods COMP 659 Diagnostic and Therapeutic Theory COMP 693 Clinical Practicum
Spring
COMP 601 Phonological Disorders COMP 603 Motor Speech Disorders COMP 613 Dysphagia and Related Disorders COMP 693 Clinical Practicum
Summer
COMP 608 Multicultural/Multilingual Considerations in CSD COMP 693 Clinical Practicum (Variable Credit: 1 or 3 hours)
YEAR 2
Fall
COMP 604 Voice Disorders COMP 615 Cognitive-Communication Disorders COMP 661 Special Problems in Speech Pathology and Audiology COMP 694 Advanced Clinical Practicum
Spring
COMP 670 Seminar in Speech Pathology: Professional Issues COMP 611 Language Disorders in Infant/Preschool and Special Populations: Assessment and Intervention COMP 694 Advanced Clinical Practicum
2. Comprehensive Exam