

Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: CSDO 392 or Degree Plan(s):

New course: CSDO 392 Introduction to Feeding and Swallowing Disorders

		2020	2021	2022	2023
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	U	P	I	D	A	I	S
	Change to Catalog Information (for Campus)							
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	A	A	I
	Change to a Degree Plan							
21.	Educational Program — Add or Discontinue ²	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	R	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	I
24.	Minor — Discontinue (Provost-proposed)	R	R	A	A	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	R	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	U	P	I	D	A	I	S
27.	Change course outcomes of an included course	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	A	A	I

Notes

¹ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

² For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

³ When a program director or dean proposes closing a program, approval routing follows the typical process beginning with the program. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2024

Program Director/Department Chair

Program Director Signature	Date
Program Director/Department Chair Signature Dean(s)	Date
Signature	Date
Signature	Date
Campus Academic Council	
Chair's Signature	Date
Provost	
Signature	Date
University General Education Council	
Chair's signature	Date
University Faculty	
Dallas Faculty Council Chair's signature	Date
Abilene Faculty Senate Chair's signature	Date
Senior Vice President for Academic Affairs	
Signature	Date
President	
Signature	Date

Dallas New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	CSDO 392 Introduction to Feeding and Swallowing Disorders
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1. Systems and Catalog Information Complete each item.

A	Course Developer	TBD
B	Course Instructor	TBD
C	Course Title	Introduction to Feeding and Swallowing Disorders
D	Course Abbreviation for Banner if title is more than 30 characters	Intro to Swallowing Disorders
E	College	College of Health and Human Services
F	Department (this is a Banner designation for courses, not an operational unit)	HS - Comm Sciences & Disorders (Online)
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3

K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	<u>3</u> <i>Use same number as response to 1G unless under lead/facilitator model.</i>
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	This course provides a general understanding of normal swallow physiology and its related disorders across the lifespan. Emphasis will be given to multiple assessment and management issues as well as interdisciplinary approaches to the assessment and treatment of feeding and swallowing disorders in the pediatric and adult population.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	CSDO 357 & CSDO 381
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>

T3	Will the course be offered in summer terms?	<u>No</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 1, 2025
V	Is this course required for a program(s)?	<u>No</u> If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>No</u> If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will be offered as an elective and will provide students in the undergraduate CSDO program this choice for an elective within the program.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Few undergraduate programs offer courses in dysphagia (see attached). However, this is an important factor for those interested in working in the medical field. In a 2019 survey published by the American Speech Language and Hearing Association, SLPs working in medical settings

reported that over 40% of their workload is devoted to individuals with dysphagia (see attached, p. 3), yet most graduate programs only offer one course for this extremely important and complex area. This course will better prepare students for this content area and will provide them with a strong foundation in understanding the anatomy, physiology, and neurological processes involved in swallowing. By addressing both typical and disordered swallowing across the lifespan, the course will equip students with knowledge they can build upon in graduate school. It will also help students to develop critical thinking skills related to assessment and treatment approaches, making them more competitive applicants for graduate programs and more confident future clinicians in medical settings. Additionally, early exposure to dysphagia will allow students to explore potential career paths in medical speech-language pathology and enhance their readiness for clinical practice.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience for this course will be online students in the CSDO undergraduate program planning to apply to competitive graduate programs in speech-language pathology who would benefit from early exposure to dysphagia. It demonstrates initiative and preparation in an area that is critical but often underrepresented in undergraduate curricula, giving them a competitive edge. Also, students interested in working with varied age groups and medical conditions would find this course appealing as it broadens their understanding of the speech-language pathologist's role in medical settings.

2. State the overarching course goal(s) in performance terms.

The overarching goals of this course are as follows:

- (1) provide students interested in medical speech-language pathology a general understanding of normal swallow physiology and its related disorders across the lifespan
- (2) provide students with knowledge of ways to foster the development of evidence-based goals when targeting feeding and swallowing in medical settings
- (3) educate students on the importance of interdisciplinary approaches to the assessment and treatment of feeding and swallowing disorders in the pediatric and adult population

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	The student will examine physiological aspects of swallowing function and dysfunction across each stage of the swallowing process and throughout the lifespan.	Assignments and Discussions

2	The student will differentiate between picky eating and Pediatric Feeding Disorder (PFD) through application of evidence-based methods for assessment and intervention in clinical practice.	Assignments and Discussions
3	The student will explore evaluation, treatment, and documentation of physiologic dysphagia disorders through patient-specific scenarios.	Assignments and Discussions
4	The student will discuss the medical SLP's role within a multidisciplinary team with reference to cultural, ethical, and family-centered care.	Assignments and Discussions
5	The student will analyze research and emerging trends in the field of pediatric and adult feeding and swallowing disorders.	Assignments, Discussions, and Research paper

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

- *Dysphagia: Clinical Management in Adults and Children 3rd Edition*; Authors: Michael E. Groher; Michael A. Crary; ISBN: 9780323636483, 0323636489

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.

3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section 2B.

CSDO 392: Introduction to Feeding and Swallowing Disorders

2024 Section CSDO 392 3 Credits 01/29/2021 to 10/14/2022 Modified 10/17/2024

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

In the College of Health and Human Services our mission is to instill values and skills that go beyond academics by preparing students for a lifetime of service and leadership in their chosen fields. Through collaborative learning and dedicated mentorship, we strive to create a learning environment that not only fosters academic achievement, but also cultivates compassion, integrity, and an unwavering commitment to making a meaningful difference in the lives of others.

Program Mission Statement

The mission of the Department of Communication Sciences and Disorders is to equip students with the knowledge and skills in speech-language pathology for ministry to individuals with communication disorders through a Christian world view.



Integration of Christian Faith

Faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

This course provides a general understanding of normal swallow physiology and its related disorders across the lifespan. Emphasis will be given to multiple assessment and management issues as well as interdisciplinary approaches to the assessment and treatment of feeding and swallowing disorders in the pediatric and adult population.

Outcomes

1. The student will examine physiological aspects of swallowing function and dysfunction across each stage of the swallowing process and throughout the lifespan.
2. The student will differentiate between picky eating and Pediatric Feeding Disorder (PFD) through application of evidence-based methods for assessment and intervention in clinical practice.
3. The student will explore evaluation, treatment, and documentation of physiologic dysphagia disorders through patient-specific scenarios.
4. The student will discuss the medical SLP's role within a multidisciplinary team with reference to cultural, ethical, and family-centered care.
5. The student will analyze research and emerging trends in the field of pediatric and adult feeding and swallowing disorders.

Course Materials

- *Dysphagia: Clinical Management in Adults and Children 3rd Edition*; Authors: Michael E. Groher; Michael A. Crary; ISBN: 9780323636483, 0323636489

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All

initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Success Advisor and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical

errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage \(https://acu.edu/academic-integrity\)](https://acu.edu/academic-integrity), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Title IX Statement

All members of the ACU community have a responsibility to help create a safe learning environment on our Abilene Christian University Dallas Online campus. In addition, faculty have a mandatory reporting responsibility related to their role as a professor. ACU seeks to ensure all students feel safe to share information related to their life experiences in classroom discussions, written work, and in-person meetings. To the extent possible, faculty seek to keep the information students share private; however, they are not considered a confidential reporting source at ACU. As such, they are required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or

domestic violence, or stalking that occurred during periods of student enrollment at ACU. Students wishing to share information in a confidential setting should access counseling services through TimelyMD or reach out to the Dean of Vocational Services. All of your options are available for review by clicking on the link to [ACU's policy \(https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/\)](https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/).

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>).

* ACU Learner Support, Resources, and Services

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu (<mailto:alpha@acu.edu>).

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance> (<http://guides.acu.edu/distance>). Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421> (<http://guides.acu.edu/c.php?g=824708&p=5887421>). For research assistance, you can visit <http://asklibrary.acu.edu> (<http://asklibrary.acu.edu>) and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: OCTOBER 17, 2024
TO: Dr. Alicia Ramirez
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – CSDO 392 – Introduction to Feeding and Swallowing Disorders

After reviewing the course application, the Library is able to tentatively support the proposed course. The Library will work with Instructional Design and Subject Matter Experts to provide resources supporting the course. Please contact Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the course application