

15-101a
UWCC App 2/23/16
Senate App 3/29/16

SPLP 111 Introduction to Communication Disorders-CrsRvs-2015-11-11

Form Information

First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

Second Step: Click save on bottom right

Third Step: Make sure the word "**DRAFT**" is in yellow at the top of the proposal

Fourth Step: Click on **EDIT CONTENTS** and start completing the template. When exiting or done, click save on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Please direct any questions to curriculum-approval@iup.edu

*Indicates a required field

Proposer*	David W Stein	Proposer Email*	dwstein@iup.edu
Contact Person*	David W Stein	Contact Email*	dwstein@iup.edu
Proposing Department/Unit*	Communication Disorders, Special Education, and Disability Services	Contact Phone*	72450

Course Level* undergraduate-level

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A: Category B:

mod_prereq

*** Teacher Education: Please complete the Teacher**

Education section of this form (below)

*** Liberal Studies: Please complete the Liberal Studies**

section of this form (below)

*** Distance Education: Please complete the Distance**

Education section of this form (below)

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:*

The course is already reserved for speech-language pathology and audiology majors but the catalog description does not reflect this, and the course is now also available as an elective for audiology minors.

(B) University Senate Summary of Rationale*

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

Clarifying in the catalog that a prerequisite for SPLP111 is a major in speech-language pathology and audiology, and adding the prerequisite of an audiology minor.

(C) Implications of the change on the program, other

A major in speech-language pathology and audiology is already required for SPLP111, this revision is just to assure that catalog language reflects this requirement. As SPLP111 is now an elective for the audiology minor, adding the prerequisite of an audiology minor will just make it easier for such minors who are not speech-language pathology and audiology majors to register for this course as an elective.

programs and the Students:*

Current Course Information*

Proposed Changes

Category A

<p>(D) Current Prefix*</p> <p>(E) Current Number*</p> <p>(F) Current Course Title*</p> <p>(G) Prerequisite(s)</p> <p>(H) Current Catalog Description</p>	<p>SPLP</p> <p>111</p> <p>Introduction to Communication Disorders</p> <p>None are in the catalog, though a major in speech-language pathology and audiology was part of our previous program revision.</p> <p>An introduction to study of physiological, acoustical, and scientific processes involved in production and reception of speech. The genetic development of speech sounds and factors that hinder or facilitate speech and language acquisition.</p>	<p>Proposed Prefix</p> <p>Proposed Number</p> <p>Proposed Course Title</p> <p>Proposed Prerequisite(s)</p> <p>Proposed Catalog Description</p>	<p>Major in speech-language pathology and audiology, minor in audiology</p> <p>No change</p>
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If changing Category A, no further action required.

Category B (if no change, leave blank)

<p>(I) Number of Credits</p> <p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:</p> <p>(J) Current Course</p> <p>(Student Learning)</p> <p>Outcomes</p> <p>(K) Dual Listed Courses Only:</p> <p>List Current Learning Objectives for the</p> <p>Higher-Level Course</p>	<p>Proposed Number of Credits</p> <p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:</p> <p>Proposed Course</p> <p>(Student Learning)</p> <p>Outcomes</p> <p>Dual Listed Courses Only:</p> <p>List Proposed Learning Objectives for the</p> <p>Higher-Level Course</p>
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(L) Brief
Course
Outline

*As outlined by the federal definition of a "credit hour",
the following should be a consideration*

*(It is
acceptable
to copy*

*regarding student work - For every one hour of
classroom or direct faculty instruction,*

*from old
syllabus)*

*there should be a minimum of two hours of out of class
student work.*

Brief Course
Outline

*(Give
sufficient
detail to
communicate
the*

*content to
faculty
across
campus.*

*It is not
necessary to
include
specific*

*readings,
calendar or
assignments)*

*As outlined by the federal
definition of a "credit hour",
the following should be a
consideration*

*regarding student work - For
every one hour of classroom
or direct faculty instruction,*

*there should be a minimum
of two hours of out of class
student work.*

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

**If Completing this
Section,**

**Check the Box to the
Right:**

Course Prefix/Number

Course Title

Type of Proposal

See CBA, Art. 42.D.1 for Definition

Brief Course Outline

**Give an outline of sufficient detail to communicate the course content to faculty across
campus. It is not necessary to include specific readings, calendar or assignments**

**As outlined by the federal definition of a "credit hour", the following should be a
consideration regarding student work - For every one hour of classroom or**

**direct faculty instruction, there should be a minimum of two hours of out of class student
work.**

Rationale for Proposal (Required Questions from CBA)

How is/are the
instructor(s) qualified

in the Distance
Education delivery

method as well as the
discipline?

For each outcome in
the course, describe

how the outcome will
be achieved using

Distance Education
technologies.

How will the
instructor-student and

student-student
interaction take place?

(if applicable)

How will student
achievement be
evaluated?

How will academic
honesty for tests

and assignments be
addressed?

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section,

Check the Box to the Right:

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

Liberal Studies
Elective

Please mark the designation(s) that apply - must meet at least one

Expected
Undergraduate
Student

*Describe how each Student Learning Outcome in the course enables students to become
Informed Learners, Empowered Learners and/or Responsible Learners*

Learning Outcomes
(EUSLOs)

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

**Description of the
Required**

Narrative on how the course will address the Selected Category Content

**Content for this
Category**

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

**Liberal Studies
courses must
include**

**the perspectives and
contributions**

**of ethnic and racial
minorities and**

**of women whenever
appropriate to**

**the subject matter.
Please explain**

**how this course will
meet this**

criterion.

**Liberal Studies
courses require the**

**reading and use by
students of at**

**least one
non-textbook work of**

**fiction or non-fiction
or a collection**

**of related articles.
Please describe**

**how your course will
meet this**

criterion.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

**If Completing
this Section,**

**Check the
Box to the
Right:**

**Course
Designations:**

**Key
Assessments**

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ^

No files shared here yet.

**Narrative
Description
of the**

How the proposal relates to the Education Major

**Required
Content**

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: