SPLP 311 Aural Rehabilitation-CrsRvs-2015-10-16

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

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*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 Speech-Language Pathology and Audiology program revision being proposed no longer requires Step 1 of the 3-Step Process for Teacher Education for majors to be able to register for 300 and 400 level SPLP courses. Step 1 is being replaced by a new junior standing requirement comprising:

- Completion of 60 credits with a cumulative undergraduate grade point average of 3.25
- Signature by the student's academic advisor indicating that the student meets or exceeds expectations on the program's disposition assessment

(B) University Senate Summary of Rationale*

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

The Speech-Language Pathology and Audiology program revision being proposed no longer requires Step 1 of the 3-Step Process for Teacher Education for students to be able to register for 300 and 400 level SPLP courses. Step 1 is being replaced by a new junior standing requirement.

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

    programs and the Students:*

For speech-language pathology and audiology majors, the junior standing requirement is roughly similar to the admission to Step 1 of the teacher education process. The increase of a minimum GPA from 3.0 to 3.25 and the addition of the dispositions requirement in order to attain junior standing is consistent with what is now done informally during the advising process, which is to encourage advisees to seek another major if their academic performance or interpersonal skills will bar them from being competitive for entry level graduate training in the discipline.

Current Course Information*   **Proposed Changes**

Category A

	Current Course Information		Proposed Changes	
(D) Current Prefix*	SPLP		**Proposed Prefix**	No change
(E) Current Number*	311		**Proposed Number**	No change
(F) Current Course Title*	Aural Rehabilitation		**Proposed Course Title**	No change
(G) Prerequisite(s)	Speech-language pathology, audiology minor, or Admission to teacher certification		**Proposed Prerequisite(s)**	Speech-language pathology and audiology major with junior standing, or audiology minor
(H) Current Catalog Description	An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.		**Proposed Catalog Description**	No change

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Number of Credits			**Proposed Number of Credits**	
	Class Hours:			Class Hours:
	Lab Hours:			Lab Hours:
	Credits:			Credits:

(J) Current Course

  (Student Learning)

  Outcomes

Proposed Course

(Student Learning)

Outcomes

(K) Dual Listed Courses Only:

  List Current Learning

  Objectives for the

Higher-Level Course

Dual Listed Courses Only:

List Proposed Learning

Objectives for the

Higher-Level Course

(L) Brief Course Outline *(It is acceptable to copy from old syllabus)*	*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.*	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 Learning Outcomes (EUSLOs)	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*

Description of the Required

Content for this Category

Narrative on how the course will address the Selected Category Content

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 **Required Content**	*How the proposal relates to the Education Major*

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: