

15-101K

Uwccc App 3/15/16

Senate App 3/29/16

# SPLP 406 Clinical Management of Articulation and Language-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

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

**\* 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 students 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

The current corequisite of EDUC342 has not been practical as students take EDUC342 both fall and spring semesters, and SPLP406 is only available during one semester. Thus, while EDUC242 is being replaced by SPLP410, the new course will not be a corequisite for SPLP406.

**(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. EDUC342 is being eliminated as a corequisite for SPLP406.

**(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. Eliminating the corequisite will simplify registration for SPLP406 for half of the senior cohort in the major.

**Current Course Information\***

**Category A**

**Proposed Changes**

(D) Current Prefix\* SPLP

Proposed Prefix

(E) Current Number\* 406

Proposed Number

(F) Current Course Title\* Clinical Management of Articulation and Language

Proposed Course Title

(G) Prerequisite(s) Admission to teacher certification, SPLP 111, 122, 334  
Corequisite: EDUC 342

Proposed Prerequisite(s) Speech-language pathology and audiology major, junior standing, SPLP 334  
Corequisite: EDUC 342

(H) Current Catalog Description An introduction to the principles and practices for assessment and intervention of articulation/phonology and language disorders using a variety of experiences that allow students to practice applying their clinical skills to practical situations. An overview of diagnostic tools, assessment principles and techniques, and intervention principles and techniques as related to a variety of articulation/phonology and language disorders. (Titled Articulation and Language Disorders before 2012-13).

Proposed Catalog Description No change

*If changing Category A, no further action required.*

**Category B (if no change, leave blank)**

(I) Number of Credits

Class Hours:  
Lab Hours:  
Credits:

Proposed Number of Credits

Class Hours:  
Lab Hours:  
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

(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.*

Dual Listed Courses Only:

List Proposed Learning

Objectives for the

Higher-Level Course

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** ▲

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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: