

15-101h

UWUCC AP 2/23/16
Senate App 3/29/16

SPLP 334 Language Development-CrsRvs-2015-11-10

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 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
- No more than one grade of C in 100 and 200 level SPLP courses
- 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

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.

programs and the Students:*

Current Course Information*

Proposed Changes

Category A

(D) Current Prefix*	SPLP	Proposed Prefix	
(E) Current Number*	334	Proposed Number	
(F) Current Course Title*	Language Development	Proposed Course Title	
(G) Prerequisite(s)	Speech-language pathology and audiology major, SPLP 111, admission to teacher certification	Proposed Prerequisite(s)	Speech-language pathology and audiology major, junior standing
(H) Current Catalog Description	The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, syntax, semantics. Highlighting of neurological, social, and psychological bases of language development.	Proposed Catalog Description	The study of development of an interpersonal communication system; language as a system of symbols for communication; the structure of the English language, including phonology, morphology, syntax, and semantics. Highlights neurological, social, and psychological bases of language development.

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Number of Credits	Class Hours:3 Lab Hours:0 Credits:3	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		Dual Listed Courses Only: List Proposed 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.

Brief Course
Outline

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

(Give sufficient detail to communicate the

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

content to faculty across campus.

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

It is not necessary to include specific

readings, calendar or assignments)

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: