

# SPLP 342 Speech Science II: Neuroscience-CrsRvs-2015-11-11

## Form Information

**First Step:** Change the text in the [brackets] so it looks like this: **GRIM 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

<b>Proposer*</b>	David W Stein	<b>Proposer Email*</b>	dwstein@iup.edu
<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:

course\_title\_change

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
- Signature by the student's academic advisor indicating that the student meets or exceeds expectations on the program's disposition assessment

The course title change is simply to improve clarity within the sequence of coursework in the major.

**(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. The course title is being revised for purposes of clarity.

**(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**

(D) Current Prefix*	SPLP	Proposed Prefix	
(E) Current Number*	342	Proposed Number	
(F) Current Course Title*	Speech Science II: Neuroscience	Proposed Course Title	Neuroscience for Communication Disorders
(G) Prerequisite(s)	Speech-language pathology and audiology major, admission to teacher certification	Proposed Prerequisite(s)	Speech-language pathology and audiology major, junior standing
(H) Current Catalog Description	An overview of the basic anatomy of the central nervous system and its control of human swallowing and communication. This includes the biological science principles of speech and language processing and neurogenic communication and swallowing disorders in children and adults.	Proposed Catalog Description	An overview of the basic anatomy of the central nervous system and its control of human swallowing and communication. Includes the biological science principles of speech and language processing and neurogenic communication and swallowing disorders in children and adults.

**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** ▲

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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: