SPLP 401 Communication and Social Competence for Children with Autism-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 Speech-Language Pathology and Audiology program revision being proposed now requires junior standing for students to be able to register for 300 and 400 level SPLP courses, which comprises:
- 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 now requires junior standing for students to register for 300 and 400 level SPLP courses.

(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**

<div align="center">

Category A

</div>

Current		Proposed	
(D) Current Prefix*	SPLP	**Proposed Prefix**	
(E) Current Number*	401	**Proposed Number**	
(F) Current Course Title*	Communication and Social Competence for Children with Autism	**Proposed Course Title**	
(G) Prerequisite(s)	3.0 GPA, speech-language pathology and audiology major or instructor permission	**Proposed Prerequisite(s)**	Speech-language pathology and audiology major with junior standing, or instructor permission
(H) Current Catalog Description	Examines the interplay among cognition, language, and communication in children and adolescents with autism spectrum disorders (ASD). A team approach will be emphasized outlining the roles of parents, speech-language pathologists, special education teachers, classroom teachers, school psychologists, and school administration. Methods for assessment of and intervention for language and social communication skills are introduced. Clinical methods that can facilitate social skills, play, and friendships with peers are emphasized.	**Proposed Catalog Description**	No change

<div align="center">

If changing Category A, no further action required.

Category B (if no change, leave blank)

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Current		Proposed	
(I) Number of Credits	Class Hours:	**Proposed Number of Credits**	Class Hours:
	Lab Hours:		Lab Hours:
	Credits:		Credits:
(J) Current Course (Student Learning) Outcomes		**Proposed Course (Student Learning) Outcomes**	
(K) Dual Listed Courses Only:		**Dual Listed Courses Only:**	
List Current Learning Objectives for the Higher-Level Course		**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   *Describe how each Student Learning Outcome in the course enables students to become*
Student   *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 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: