

SPLP 408 Organic Disorders-CrsRvs-2015-11-11

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

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
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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	<p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	<p>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:</p> <ul style="list-style-type: none"> • 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*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>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.</p>

(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.
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Current Course Information*		Proposed Changes	
Category A			
(D) Current Prefix*	SPLP	Proposed Prefix	
(E) Current Number*	408	Proposed Number	
(F) Current Course Title*	Organic Disorders	Proposed Course Title	
(G) Prerequisite(s)	Speech-language pathology and audiology major, admission to teacher certification, SPLP 111, 242, 251	Proposed Prerequisite(s)	Speech-language pathology and audiology major, junior standing
(H) Current Catalog Description	Introduces students to the theoretic foundations, clinical characteristics, diagnostic procedures, and treatment options for three subspecialties in speech-language pathology: stuttering, voice disorders, and dysphagia. (Titled Stuttering and Voice Disorders before 2012-13).	Proposed Catalog Description	No change
<i>If changing Category A, no further action required.</i>			
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	

<p>(L) Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>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.</i></p>	<p>Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>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.</i></p>
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</p>	<p><i>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</i></p> <p><i>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.</i></p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	

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:	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>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</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	

<p>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.</p>	
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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	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

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:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions <http://ihelp.iup.edu>