## Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

### College:
- Allied Health and Nursing
- Undergraduate

### Department:
- Speech, Hearing and Rehabilitation Service
- Graduate

### Program:
- Communication Disorders
- CIP #

### Type of Change:
- COURSE PROPOSALS

### Proposed Change in Number and Description:
- Title Current: Speech and Hearing Science
- Title Proposed: Speech and Hearing Science

### Course Designator and Number and Credits:
- CDIS 222 3
- CDIS 322 3

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**Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):**

This course is designed to provide the students with a comprehensive knowledge base of the auditory and speech sciences as they relate to communication disorders. The major emphasis is on the characteristics of sound and sound transmission and the relationship to speech perception.

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**Rationale or Justification for change:**

To allow CDIS majors to comply with the graduation requirement of 40 credits at the upper division (300 level +). The course is sufficient in scope and content to warrant a 300 level number.

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### General Education Course:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
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</tbody>
</table>

* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

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### Cultural Diversity Course:

(Please check one.)
- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

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### For New Courses***

- Course is an elective.
- Instructional Type: Lecture
- Course will be offered:
  - Fall Semester
  - Spring Semester
  - Summer Session
- Grading Format: □ Grade □ P/N
- Other courses are being changed or eliminated. (Explain.)

- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.
Minnesota State University, Mankato
Curriculum Proposal

***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/words/PRA_SampSLQAssessPlan.doc

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/html/currformsprocesses.htm

1. Creation of an entirely new program.

2. Redesign of existing programs, which takes any of the following forms:
   
   ▶ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.

   ▶ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.

   ▶ Change in program name.

   ▶ Change in program CIP #.

   ▶ Change in TOTAL program credits.

   ▶ Change in degree award. For example, changing a B.A. to B.S.

   ▶ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Signature Page

**Department**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 10/21/03]

**College Curriculum Committee**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 1/22/03]

**College Dean**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 3/1/03]

**General Education Subcommittee**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 3/1/03]

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 3/1/03]

**Faculty Association Graduate Committee**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 4/1/03]

**Graduate Dean**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 4/1/03]

**Academic Affairs Council**
- Recommended (Category/ies: __________)  
- Not Recommended (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 4/1/03]

**Senior Vice President and Vice President for Academic Affairs**
- Approved (Category/ies: __________)  
- Not Approved (Category/ies: __________)  
  
  Comments:  
  
  [Signature]  
  [Date: 4/1/03]
Speech and Hearing Science
CDIS 322

Minnesota State University-Mankato
Department of Communication Disorders
Fall 2007

Instructor: Dr. Renee’ Shellum, AuD
Meeting times: Wed 10-10:50 (MH 308)
               Fri 10-11:50 (AH 123)
Office location: AH 122
Office Hours: By appointment-available times posted in office-or e-mail me
Phone Number: (507) 389-5842

E-mail address: renee.shellum@mnsu.edu

Course description: This course is designed to provide the students with a knowledge base of the auditory and speech sciences as they relate to communication disorders. The major emphasis will be on the characteristics of sound and sound transmission and the relationship to speech perception.

Textbook: Good News and Bad News...no textbook required for this course. Supplemental articles and readings will be provided

Requirements:

1) Class attendance is expected. Roll will be taken at each class. You will not be penalized if you miss class, but due to the fact that there is no text, the information obtained in class is crucial to your learning the information.

2) Reading of supplemental articles, watching of appropriate videos, internet searches etc...

3) Completion of quizzes and mid-term and final exams. There will be no make up quizzed, exams except in the case of a major family emergency or doctor verified illness.

4) Completion of home assignments

Grading Policy

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or above</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
</tbody>
</table>
Course Outline:
The course will be broken down into 4 major categories:
   a) Auditory Stimulus
   b) Auditory Anatomy and Physiology
   c) Auditory Perception and Simple Sounds
   d) Speech Perception

Learning Objectives:

The student will be able to:

1) Identify and contrast the physical and psychological aspects of sound and acoustics (ASHA III-C).
2) Demonstrate an understanding of the hearing mechanisms and how they relate to speech perception.
3) Determine how the speech and hearing sciences can be utilized in a working environment.

Special Needs: * If any student is in need of special accommodations, please contact the instructor *

*Let's have a fun semester!! 😊*
TO: CAHN Curriculum Committee
FROM: Bruce Poburka, Chair, Speech, Hearing, and Rehabilitation Services
DATE: 10/17/07
RE: Curriculum proposals (attached)

The Communication Disorders program is submitting proposals for several courses that are in need of a course number change. There are four courses involved, and each proposal seeks to change the course number from 200 level to 300 level. The need for this change is explained below.

Beginning with the 2005 undergraduate bulletin, students graduating from MSU are required to earn 40 credits at the upper level (300-400). Currently, the Communication Disorders core curriculum includes a sequence of required courses at the 200 level.

The program has made an agreement with the Registrar to temporarily count some of the program's 200 level courses toward the 40 credit upper division graduation requirement until approval is obtained to change the course numbers. A memo outlining that agreement is attached.
TO: David Gjerde, Registrar  
FROM: Bruce Poburka, Chair, Speech, Hearing, and Rehabilitation Services  
DATE: 4/20/07  
RE: Blanket Waiver for Selected CDIS 200 Level Courses

This memo is to formalize an agreement to count selected 200 level courses in Communication Disorders (CDIS) towards the graduation requirement for 40 credits of upper level courses. The rationale and further details are presented below.

Beginning with the 2005 undergraduate bulletin, students graduating from MSU are required to earn 40 credits at the upper (3-400) level. Currently, the Communication Disorders core curriculum includes a sequence of required courses at the 200 level. Because a significant portion of the undergraduate curriculum is 200 level, and because the CDIS major is broad and requires no minor, students are not able to meet the 40 credit graduation requirement.

Although the new requirement was publicized at the time of implementation, the program did not become aware of the change until recently. The program has formulated a plan to remedy the situation by submitting curricular changes in which the 200 level courses will be changed to 300 level. The changes will be submitted for approval during fall semester, 2007. In the mean time, there will be several cohorts of students who have already taken the 200 level courses. Graduation for these students would be unfairly delayed and additional costs incurred if they are required to take additional 3-400 level courses just to meet the new requirement. Therefore, it is requested the the courses listed below be counted toward the graduation requirement for 40 upper level credits. This would pertain to all students, regardless of their major.

Communication Disorders Courses to be Counted Toward Graduation Requirement for 40 Upper-level Credits:

CDIS 212 Speech & Language Development  
CDIS 222 Speech & Hearing Science  
CDIS 292 Phonetics  
CDIS 294 Applied Anatomy & Physiology  
CDIS 291 Ind. Study: Dimensions of Deafness  
CDIS 291 Ind. Study: Hearing Disorders  

c. Brenda Flannery, Interim Asst. VP for UGS & IE  
   Marcius Brock, Assoc. Registrar  
   Kaye Herth, Dean, CAHN