



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revisions to the Undergraduate Concentrations in Speech & Hearing Science (SHS) in the College of Applied Health Sciences (AHS)

SPONSOR: Laura S. DeThorne, Associate Professor and Director of Undergraduate Studies in Speech & Hearing Science, lauras@illinois.edu, 217-244-2556.

COLLEGE CONTACT: William Stewart, Associate Dean, wstewart@illinois.edu, 217-244-4532

BRIEF DESCRIPTION:

Proposed changes to SHS concentrations (see Appendix A):

1. Moving from three (audiology, speech language pathology, and human communication sciences) to four (audiology, speech-language pathology, neuroscience of communication, and cultural-linguistic diversity) concentrations. The required courses in the core curriculum for the SHS major would not change.
2. The audiology and speech-language pathology concentrations include proposed revisions in the concentration requirements and specified electives (but not in the core curriculum).
3. The neuroscience of communication concentration is proposed with five courses as concentration requirements (only one of which has not been taught in some capacity).
4. The cultural-linguistic diversity concentration is proposed with five courses as concentration requirements (all of which have been taught in some capacity).
5. The human communication sciences (HCS) concentration is being eliminated due to lack of student interest.

JUSTIFICATION:

The revision to the SHS concentrations is warranted based on a) departmental and campus interest in increasing the diversity of our undergraduate enrollment, b) student interest and demand, c) increased departmental faculty expertise in the neuroscience of communication paired with neuroimaging advances on campus, and d) increasing shortages of professionals related to communication science disorders.

In regard to the national need for expertise in cultural-linguistic diversity, national and state trends have indicated an unprecedented diversification of American society regarding racial and cultural socio-demographic characteristics. The U.S. census indicates that Hispanic populations more than doubled in size from 2000 to 2010, the African American population increased by 2.5 million in the same time period, and the Asian American populations increased by 43% (2000, 2010 U.S. Census Bureau). Such

increasing cultural-linguistic diversity has pressed the field of SHS to acknowledge the role of social-cultural context in the identification and treatment of communication disorders. Similarly, advocacy in the Deaf community, civil rights issues, and the Disability movement have shifted perspectives toward social models of health and disability that consider the role of culture in understanding and treating communication disorders. As an example, the World Health Organization has recognized the role of cultural factors within its 2001 revision of the International Classification of Functioning, Health, and Disability (ICF) that takes up a non-linear biopsychosocial framework of health and disability (see also <http://www.asha.org/slp/icf/>). Consequently, knowledge related to cultural-linguistic diversity and associated social models of disability represent a growing area of student demand and professional attention within the field of Speech and Hearing Science.

As it stands, student demand for understanding speech and hearing science is greater than that captured by the current SHS concentrations. SHS gen-ed courses are heavily enrolled, and provide access to a diverse array of students from across campus who may be interested in pursuing a degree in SHS. Although we are able to attract students in our gen-ed courses, we would like to inspire them to enroll as majors. Although we are eliminating a concentration (Human Communication Sciences), the two new concentrations (Neuroscience of Communication, and Cultural-linguistic Diversity), SHS are expected to appeal to a larger cross-section of campus and of prospective students from the state of Illinois, the US, and internationally. In addition to the two new concentrations, the concentration requirements and specified electives in the Speech-Language Pathology and Audiology concentrations have been updated to reflect advancement of the discipline that is consistent with curricula offerings at peer institutions.

In addition to meeting professional shortages, societal trends, diversifying our undergraduate enrollment, and meeting student demand, the proposed revision also brings the SHS curriculum in-line with departmental faculty expertise. Both the interdisciplinary study of the neuroscience of communication and cultural-linguistic diversity are increased areas of interest for departmental faculty. Over the past decade, 7 of 10 faculty hires have had strong training in neuroscience. The current faculty search is directed at attracting a senior hire in the neural basis of communication disorder. There is already a significant set of departmental initiatives and interdisciplinary scholarship that frames understanding connections between the brain and communication practices as essential to the advancement of research related to speech, language, and hearing science. New coursework has incrementally developed related to the neuroscience of communication, and reflects this growing area of interdisciplinary study in our faculty and the field as a whole. In addition, we have several faculty whose research line has evolved to consider social and cultural contexts as essential to understanding everyday communicative practices, including the implementation of explicit intervention strategies. We also have a history of aggressive recruitment of faculty and graduate students who are bilingual in order to address communication disorders in various cultural-linguistic contexts. The proposed concentrations related to the neuroscience of communication and cultural-linguistic diversity, coupled with the traditional concentrations of speech-language pathology and audiology, more fully capture the entire expertise of SHS faculty as part of the undergraduate teaching program.

All four degree concentrations support careers in speech-language pathology and audiology, both of which have documented personnel shortages at both the B.S. and graduate level (<http://www.asha.org/slp/slppersonnelforum.htm>) and growing employment opportunities. According to the US Bureau of Labor Statistics, employment of speech-language pathologists is expected to grow by 23% between 2010 and 2020 (<http://www.bls.gov/ooh/Healthcare/Speech-language-pathologists.htm>). Over this same time period, employment in audiology is expected to grow by 37% (<http://www.bls.gov/ooh/Healthcare/Audiologists.htm>). Although certification for professional practice is required in both speech-language pathology and audiology, positions are also available as assistants in both public school and health care settings that do not require graduate certification (<http://www.asha.org/associates/SLPA-FAQs.htm>). Both professions have particular needs related to understanding cultural-linguistic diversity and the neurological underpinnings of communication. In addition, the concentrations in Neuroscience of Communication and Cultural-linguistic Diversity are likely to contribute to graduate study in fields such as medicine, allied health professions, neuroscience, education, and law. Revisions to the current concentrations are intended to make a diversity of career options more transparent to our undergraduates.

BUDGETARY AND STAFF IMPLICATIONS:

- a. Additional staff and dollars needed to financially support this program: With the incremental addition of new faculty over the past decade, many of whom have expertise in neuroscience of communication, this curricular revision will allow for the recent addition of new faculty to be fully represented in the teaching of the undergraduate program. Thus no new staff or direct funding are necessary to implement this proposal at the current time. The anticipated growth in student enrollment can be met by anticipated growth in faculty (see details below).
- b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.) and need to seek campus or other external resources: The Human Communication Science concentration has not been a compelling choice among students, attracting five or less students per year due in part to the lack of focused content and specified coursework. Currently there is one student enrolled and that student will be permitted to complete the concentration. Although deleting the Human Communication Science concentration, we are gaining two new concentrations of Neuroscience of Communication and Cultural-linguistic Diversity. Current students will be given the option to continue under the requirements in place at the time they were admitted or switch to the new concentration specifications.

It is expected that within three years, enrollment across the four concentrations will be 130-180 in SLP, 50-80 in Audiology, 50-80 in Neuroscience of Communication, and 50-80 in Cultural-Linguistic Diversity, resulting in about 380-420 total majors as compared to 300 at present.

The proposed curriculum enhances the effectiveness of SHS faculty. Over the past decade, several faculty have been purposely hired with expertise in neuroscience of communication. With the collection of these four concentrations, all SHS faculty will contribute to the undergraduate academic program. In addition, the SHS strategic plan calls for a target of 22 tenure-track faculty by 2016 (as compared to 18 at present) as well

as a total of about 400 departmental majors, leaving the student/faculty ratio stable at around 18/1.

- c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments: Other academic units with courses identified in the proposal have been contacted to review the current proposal, and in some cases, face-to-face meetings have been held to explain the proposed curriculum and its inclusion of courses beyond SHS. The engagement of staff from other academic units has been favorable, and led to letters of support from PHYS, IB, PSYC, SOC, Education, LING, CMN, and KIN/CHLH for newly added coursework. In addition, the Neuroscience Program is also supportive of the new proposal and the use of “neuroscience” within the name of the new concentration; see attached letter.
- d. Impact on the University Library: There may be some slight increase in demand on the collections related to undergraduate readings in SHS due to an expected increase in enrollment. See attached letter of support from the University Library.
- e. Impact on computer use, laboratory use, equipment, etc. None anticipated
- f. Please provide a market analysis: What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be required to assist students with job placement?

As mentioned, all four degree concentrations offer preparation for careers in speech-language pathology and audiology, both of which have documented personnel shortages and growing employment opportunities (<http://www.asha.org/slp/slppersonnelforum.htm>; see also US Bureau of Labor Statistics).

With the increase in enrollment from the current 300 to expected 400 students, there is expected to be an increase in the number of students who request observation hours at departmental clinics (Speech-Language Pathology and Audiology), although such observations are not required for graduation. Currently, the clinics provide about 25 hours of observation time for most SHS students and offer expertise in bilingual speech-language pathology; audiovisual systems and observation booths allow for greater student observation opportunities. Both clinics partner with programs that serve cultural-linguistic minority groups (e.g., Head Start, Unit 4, Rantoul schools) and have initiated marketing plans to increase the demand for their services by engaging distinct populations. The SLP clinic is moving forward with plans to market their services to rural public schools. The Audiology clinic has engaged a marketing firm to expand their client base. Both clinics are expected to increase their clientele base, and allow for sufficient expanded capacity for students to observe, and ultimately to train for clinical practice. Job placements and internship partnership opportunities will continue to evolve and grow under this new proposal. See attached letters of support from the clinic coordinators.

DESIRED EFFECTIVE DATE: Fall semester, 2014

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

communication disorders. The major prepares students to pursue a career or graduate education in many fields related to human communication and healthy communication practices. The degree requires at least 128 hours. The program has four concentrations: **Audiology, Speech-Language Pathology, Neuroscience of Communication, and Cultural-Linguistic Diversity**. Note that each of the four concentrations can be combined with pre-certification requirements from the American Speech-Language-Hearing Association for undergraduates wanting to pursue a career as either a speech-language pathologist or audiologist. The American Sign Language sequence of courses is available to students across all four concentrations.

The concentrations in either **Audiology** or **Speech-Language Pathology** provide explicit background in the theoretical and clinical areas necessary for graduate study. Students will learn foundational knowledge for understanding human speech, language, swallowing, hearing, and balance processes, with a particular eye toward the implications of differences and disruptions in the communication systems associated with disorders. Although students across any of the concentrations can pursue the graduate study and pre-certification requirements associated with becoming an audiologist or speech-language pathologist, these two concentrations are the most closely connected to practical application with opportunities for clinical observation and community engagement.

The **Neuroscience of Communication** concentration provides an interdisciplinary understanding of the neurological systems that underlie human communication. Students will study the biological basis of communication in order to understand brain-behavior correlates of typical and disordered speech, language, and hearing function. In addition, students will benefit from faculty research that utilizes innovative technologies to study the structure and function of the sensory-motor systems that underlie human communication abilities. This concentration is intended to help prepare students for health and science-related careers, including medicine and neuroscience. In addition, undergraduates interested in pursuing careers as an audiologist or speech-language pathologist can combine this concentration with pre-certification requirements.

The **Cultural-Linguistic Diversity** concentration is designed to examine ways that individual communication differences, including disorders, interface with sociocultural systems, institutions, and practices. Students will take courses in theory and research methods to explore ways in which sociolinguistic differences shape child development, socialization, and identity. This concentration is intended to help provide students with knowledge related to cultural-linguistic differences (race, ethnicity, socio-economic status, neurodiversity) that is needed to serve an increasingly global society concerned with human rights and responsibilities. Such expertise is expected to enhance multiple career paths in education, law, business, and health-related fields. In addition, undergraduates interested in pursuing careers as an audiologist or speech-language pathologist can combine this concentration with pre-certification requirements.

A concentration must be declared prior to the senior year. Students are advised to consult Undergraduate Advising on a regular basis to ensure they are meeting all requirements.

For further information, contact the Department of Speech and Hearing Science, 220 Speech and Hearing Building, 901 S. Sixth Street, Champaign, IL 61820, (217) 333-2230.

OLD VERSION

The undergraduate curriculum in Speech and Hearing Science can be taken as a broad background in the biological, behavioral, linguistic, and social foundations of human

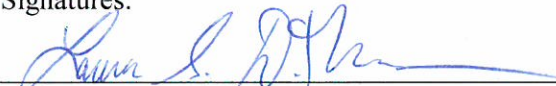
communication to prepare interpersonal human communication specialists who may pursue a career or graduate education in many fields related to human communication and health. The degree requires at least 128 hours, excluding military training. The program has three concentrations: **Human Communication Science**, **Audiology**, and **Speech-Language Pathology**.

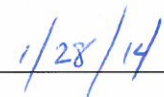
The **Human Communication Science** concentration offers students a broad-based degree that allows them to pursue an area of interest in speech, language and hearing sciences and disorders, or to pair this interest with areas outside the department in preparation for careers in other fields such as dentistry, physical or occupational therapy, physiology, linguistics, or law. The concentration also includes an [American Sign Language Track](#). Students interested in pursuing the Human Communication Science concentration are advised to work in close consultation with an SHS faculty member and the SHS undergraduate academic advisor.


The **Audiology** and **Speech-Language Pathology** concentrations may be taken as a pre-professional program for individuals who specifically plan to work as speech-language pathologists in medical or school settings or as audiologists. Undergraduate students who wish to become speech-language pathologists or audiologists must plan on continuing their studies at the graduate level as required for certification by the American Speech-Language-Hearing Association. A concentration must be declared prior to the senior year. Students are advised to consult [Undergraduate Advising](#) on a regular basis to ensure they are meeting all requirements. For an overview of the program and career opportunities, [download the brochure](#). For further information, contact the Department of [Speech and Hearing Science](#), 220 Speech and Hearing Building, 901 S. Sixth Street, Champaign, IL 61820, (217) 333-2230.

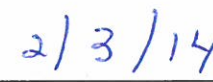
CLEARANCES: *(Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)*

Signatures:


Unit Representative:


Date:


College Representative:


Date:

Graduate College Representative:

Date:

Council on Teacher Education Representative:

Date:

Appendix A: Proposed Curriculum Revisions

NEW CURRICULUM

128 Total Hours Required for Graduation

	Audiology	SLP	Neuroscience of Communication	Cultural-Linguistic Diversity
Gen Ed Reqs (37-51 hrs)				
Core Courses 25 hours	SHS 170 Human Communication: Systems, Processes & Disorders (3) SHS 191 (LEC X) Orientation for SHS Majors (1) SHS 200 General Phonetics (3) SHS 240 Intro to Sound & Hearing Science (3) SHS/LING 300 Anatomy & Physiology of the Speech Mechanism (4) SHS/LING 301 General Speech Science (4) SHS 320 Development of Spoken Language (3) SHS 450 Intro to Audiology & Hearing Disorders (4)			
Concentration Requirements 16-17 hours	<i>SHS 2XXcn</i> SHS 352 SHS 451 <i>SHS 390ci</i> SHS 475 <i>SHS 2XXqb</i>	<i>SHS 2XXcn</i> SHS 451 SHS 473 <i>SHS 390da</i> <i>SHS 390ci</i> SHS 475	<i>SHS 2XXcn</i> <i>SHS 2XXqb</i> <i>SHS 390md</i> SHS 427 SHS 470	SHS 222 SHS 270 SHS 271 SHS 352 <i>SHS 390da</i>
Specified Electives (6 hrs)	SHS 222 SHS 270 SHS 271 SHS 291 SHS 375 SHS 473	<i>SHS 2XXqb</i> SHS 291 SHS 375 SHS 410 SHS 411 SHS 430 SHS 431	Any CHEM or PHYS 100-level courses IB 100 PSYC 216* PSYC 224 PSYC 248 SHS 291 SHS 375 SHS 473 PSYC 204 PSYC 230	Up to 6 hrs. of foreign language** LING 111 SPED 117 EPSY 202 LING 210 SOC 225 SOC 227 CMN 232 SHS 291 EPS 310 CHLH 330 CHLH 407 LING 450
Electives (22-44 hrs)				

*Or EPSY 236 Child Dev for EI Teachers

** Students can only count foreign language courses as electives if they are above and beyond the university's foreign language requirement or if they had already addressed the foreign language requirement for the university and are taking a different language for elective credit.

OLD CURRICULUM

	Audiology	Speech Language Pathology (SLP)	Human Communication Sciences
Gen Ed Reqs (37-51 hrs)			
Core Courses 25 hours	SHS 170 Human Communication: Systems, Processes & Disorders (3) SHS 191 (LEC X) Orientation for SHS Majors (1) SHS 200 General Phonetics (3) SHS 240 Intro to Sound & Hearing Science (3) SHS/LING 300 Anatomy & Physiology of the Speech Mechanism (4) SHS/LING 301 General Speech Science (4) SHS 320 Development of Spoken Language (3) SHS 450 Intro to Audiology & Hearing Disorders (4)		
Concentration Requirements 17-24 hours	SHS 121 SHS 451 SHS 475 <i>Select at least 2:</i> SHS 430 SHS 431 SHS 470 SHS 473	SHS 451 SHS 475 <i>Select at least 3:</i> SHS 410 SHS 411 SHS 430 SHS 431 SHS 470 SHS 473	24 hours upper level coursework
Correlate Requirements 10 hrs	PSYC 100 or 103 PSYC 216 <i>Select 3 credit hrs from:</i> PSYC 224 PSYC 230 PSYC 238 PSYC 248		N/A
Approved Electives in SHS (3 hrs)	<i>Select 3 additional credit hrs in SHS</i>		N/A
Electives (22-44 hrs)			

128 Total Hours Required for Graduation

Table of Course Titles (Credit Hours)

CHLH 330 – Disability in American Society (3)
CHLH 407 – Disability, Culture & Society (3-4)
CMN 232 – Introduction to Intercultural Communication (3)
EPS 310 – Race and Cultural Diversity (4)
EPSY 202 – Exploring Cultural Diversity (3)
EPSY 236 – Child Development for Elementary Teachers (3)
IB 100 – Biological Sciences (3)
LING 111 – Language in Globalization (3)
LING 210 – Language History (3)
LING 300 – Anatomy & Physiology Speech
LING 301 – Elements of Syntax (3)
LING 450 – Sociolinguistics I (2)
PSYC 100 – Introduction Psychology (4)
PSYC 103 – Introduction Experimental Psychology (4)
PSYC 204 – Introduction to Brain and Cognition (3)
PSYC 216 – Child Psychology (3)
PSYC 224 – Cognitive Psychology (3)
PSYC 230 – Perception & Sensory Processes (3)
PSYC 238 – Abnormal Psychology (3)
PSYC 248 – Learning and Memory (3)
SHS 121 – American Sign Language I (4)
SHS 170 – Introduction Hum Communication Systems & Disorders (3)
SHS 191 – Freshmen Seminar (1)
SHS 200 – General Phonetics (3)
SHS 222 – Language & Culture Deaf Communities (3)
SHS 240 – Intro Sound & Hearing Science (3)
SHS 270 – Communication Disability in the Media (4)
SHS 271 – Communication and Aging (3)
SHS 291 – Research Lab Experience in SHS (1-3)
<i>SHS 2xxcn – Communication Neuroscience (3)*</i>
<i>SHS 2xxqb – Quantitative Bases in SHS (4)*</i>
SHS 300 – Anatomy & Physiology Speech Mechanism (4)
SHS 301 – General Speech Science (4)
SHS 320 – Development of Spoken Language (3)
SHS 352 – Hearing Health and Society (3)
SHS 375 – Communication Partners & Health (3)
<i>SHS 390ci – Current Issues in Evidence Based Practice (3)*</i>
<i>SHS 390da – Communication in Disorders & Discourse Analysis (3)*</i>
<i>SHS 390md – Cortical Plasticity & Language Development Analysis (3)*</i>
SHS 410 – Stuttering: Theory & Practice (3)
SHS 411 – Intro to Voice Disorders (3)
SHS 427 – Language and the Brain (3)
SHS 430 – Development and Disorders Phonology and Articulation (3)

SHS 431 – Language Disorders Preschool Child (3)
SHS 450 – Intro Audiology & Hearing Disorders (4)
SHS 451 – Aural Rehabilitation Children to Adults (3)
SHS 470 – Neuroanatomy Bases Speech Language (4)
SHS 473 – Augmentative and Alternative Communication (3)
SHS 475 – Pre-Practicum in SHS (1)
SOC 225 – Race and Ethnicity (3)
SOC 227 – Latina/Latinos in Contemporary US (3)
SPED 117 – The Culture of Disability (3)

*Courses in the process of formal development

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

University Library

Office of Dean of Libraries
and University Librarian
230 Main Library, MC-522
1408 West Gregory Drive
Urbana, IL 61801



December 6, 2013

William Stewart
Associate Dean
110 Huff Hall
M/C 586

Dear Dean Stewart:

Thank you for giving the University Library the opportunity to review the proposed Revisions to the Undergraduate Concentrations in Speech & Hearing Science (SHS) in the College of Applied Health Sciences (AHS). Based upon a review of the draft proposal that we received from you just before Thanksgiving, it is our belief that there will be no significant impact on our operations or collections.

If additional services or materials are required as the program develops—particularly in response the research needs of the faculty being brought in as part of this program, we will be happy to discuss those needs as they emerge.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Wilkin', written over a horizontal line.

John Wilkin
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

c: Mary Beth Allen
Thomas Teper

Cole, Stefanie L

From: Stewart, William P
Sent: Thursday, December 19, 2013 2:16 PM
To: Cole, Stefanie L
Subject: FW: support for undergraduate proposal

Stefanie,

Could you please file the attached letter of support from Audiology Clinic for the proposed revisions to the undergraduate curriculum?

Bill

From: Chambers, Lou
Sent: Thursday, December 19, 2013 2:06 PM
To: Stewart, William P
Cc: Chambers, Lou
Subject: RE: support for undergraduate proposal

Bill,

I have read the proposed department undergraduate curriculum revision. I support the enhancement of the undergraduate program. Undergraduate students interested in the field of audiology would be able to obtain observation hours in the Audiology Clinic and at external placement sites.

Lou Chambers

Cole, Stefanie L

From: Stewart, William P
Sent: Thursday, December 19, 2013 2:20 PM
To: Cole, Stefanie L
Subject: FW: Undergraduate curriculum revision

Stefanie,

Below is the final letter of support for the SHS undergraduate curriculum revision. I appreciate all your efforts on this front. Please file with the other letters related to the proposal.

Bill

From: Cetin, Patricia Davis
Sent: Thursday, December 19, 2013 2:09 PM
To: Stewart, William P
Subject: RE: Undergraduate curriculum revision

Bill,

I've described my support for the curriculum change below. As we discussed, we have greatly increased the number of external placement sites where students observe and participate with SLPs in the community. I think this is a practical way we can address increased demand for observations.

Let me know if you have any questions!

Patty

The speech language pathology clinical program is pleased to support the proposed curriculum change for the SHS undergraduate program. We will be able to provide additional observation hours for undergraduate students through the service delivery at the the department clinic and contract sites, and through external placements with community partners.

Patty Cetin, M.S., CCC-SLP
Coordinator, Clinical Experiences
Dept. of Speech & Hearing Science
Speech-Language Pathology
217-333-2205

Cole, Stefanie L

From: Stewart, William P
Sent: Sunday, December 08, 2013 12:16 PM
To: Cole, Stefanie L
Subject: FW: SHS Proposal to Revise UG Concentrations

Stefanie,

Below is an email of support from the NSP for the undergraduate curriculum proposal. Could you please file with the other letters of support?

Bill

From: Cohen, Neal J
Sent: Thursday, December 05, 2013 4:28 PM
To: Stewart, William P; DeThorne, Laura Segebart
Subject: Re: SHS Proposal to Revise UG Concentrations

Dear Profs Stewart and DeThorne -

On behalf of the Neuroscience Program (NSP), I am writing to indicate our support of the curriculum proposal developed by the Department of Speech and Hearing Science concerning undergraduate education. Several SHS faculty are affiliated with the NSP, and the proposed undergraduate program offerings will provide a good learning opportunity for neuroscience.

Wishing you all the best in this endeavor.

Sincerely -

NJC

Neal J. Cohen, PhD
Professor, Department of Psychology, Neuroscience Program, and Beckman Institute
Director, Neuroscience Program (NSP)
Director, Center for Nutrition, Learning, and Memory (CNLM)
Director, Center for Lifelong Improvement of Minds & Brains (CLIMB)
University of Illinois at Urbana-Champaign
Tel: 217.244.4339
E-mail: njc@illinois.edu

Memory Systems Laboratory: <http://msl.beckman.illinois.edu/>
CNLM: <http://cnlm.illinois.edu/>
NSP: <http://neuroscience.illinois.edu/>

Cole, Stefanie L

From: Stewart, William P
Sent: Thursday, November 07, 2013 10:31 AM
To: Cole, Stefanie L
Cc: DeThorne, Laura Segebart
Subject: FW: support for SHS proposal

Stefanie,

Below is a support from Linguistics for the undergraduate curriculum proposal. Please file.

Bill

-----Original Message-----

From: Yoon, Hye Suk James
Sent: Thursday, November 07, 2013 8:22 AM
To: Stewart, William P; Rakesh Bhatt
Cc: Shosted, Ryan Keith
Subject: RE: support for SHS proposal

Dear Bill:

Linguistics is happy to support the curriculum change, and the proposal to replace LING250 with LING111.

James

James Hye Suk Yoon
Professor and Head
Department of Linguistics
4080 Foreign Languages Building, MC-168
University of Illinois, Urbana-Champaign Urbana, IL 61801

Cole, Stefanie L

From: Stewart, William P
Sent: Thursday, October 17, 2013 10:01 AM
To: Cole, Stefanie L
Subject: FW: support for SHS proposal

Stefanie,

Below is a letter of support from Dept of Communications for the undergraduate curriculum proposal. Please file.

Bill

From: Caughlin, John Patrick
Sent: Thursday, October 17, 2013 9:26 AM
To: Stewart, William P
Subject: RE: support for SHS proposal

Dear Prof. Stewart,
Thank you for letting us know about this proposal. I see no reason why we would object to this proposal.

The only very minor concern I have is we cannot guarantee that we will always have seats available in CMN 232, but given that this course would be one choice in a list of specified electives (that is, not specifically required), I do not believe that would pose any substantive problems. If students cannot get into CMN, they could presumably simply enroll in one of the other options.

Let me know if you have any more questions or would like to discuss this matter further.

Sincerely,

John P Caughlin
Professor and Acting Head
Department of Communication
University of Illinois
3001 Lincoln Hall, 702 S. Wright St.
MC 456
Urbana, IL 61801

Cole, Stefanie L

From: Stewart, William P
Sent: Thursday, November 21, 2013 9:28 PM
To: Cole, Stefanie L
Subject: FW: Support for SHS proposal

Hi Stefanie,
Please file the email below that serves as a letter of support from Sociology. Thanks in advance.
Bill

From: Akresh, Ilana Redstone
Sent: Thursday, October 17, 2013 12:33 PM
To: Stewart, William P
Cc: Burton, Antoinette M
Subject: Support for SHS proposal

Dear Bill,

The Department of Sociology supports the proposal put forth by Speech and Hearing Science to revise their undergraduate curriculum. We look forward to welcoming SHS students in the Sociology classes listed in their revised curriculum, specifically SOC 225 and SOC 227.

Best wishes,

Ilana Akresh
Department of Sociology
Curriculum Committee

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Student Academic Affairs Office

College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820



October 23, 2013

Laura S. DeThorne, PhD CCC-SLP
Associate Professor of Speech & Hearing Science
Director of Undergraduate Studies
University of Illinois at Urbana-Champaign
901 S. Sixth Champaign, IL 61820, MC - 482

Dear Dr. DeThorne,

The College of Education supports the Department of Speech and Hearing Science's request to include SPED 117, EPSY 202, and, EPS 310 as part of the proposed Cultural-Linguistic Diversity concentration.

This request has the support of the Special Education and Education Policy, Organization and Leadership departments and therefore, students enrolled in this concentration will have access to these courses.

Sincerely,

Christopher M. Span
Assistant Dean for Academic Programs

Michaelene Ostrosky, Head
Special Education

James Anderson, Head
Education Policy, Organization and Leadership

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Psychology

College of Liberal Arts and Sciences
603 East Daniel Street
Champaign, IL 61820



October 7, 2013

Laura S. DeThorne, PhD CCC-SLP
Associate Professor of Speech & Hearing Science
Director of Undergraduate Studies
University of Illinois at Urbana-Champaign
901 S. Sixth Champaign, IL 61820, MC - 482

Dear Dr. DeThorne,

The Department of Psychology supports the Department of Speech & Hearing Science's request to include Psych 204, 216, 224, 230, and 248 as part of the degree plan for the proposed Neuroscience of Communication concentration in Speech & Hearing Science. Therefore, the Department of Psychology affirms that students enrolled in the concentration will have access to enroll in these Psychology courses. Should you need any additional information please let me know.

Sincerely,

A handwritten signature in black ink that reads "David E. Irwin".

Dr. David Irwin
Professor and Head
Department of Psychology
315 Psychology Building
217/333-0632
Irwin@illinois.edu

Cole, Stefanie L

From: DeThorne, Laura Segebart
Sent: Wednesday, October 23, 2013 10:24 AM
To: Stewart, William P; Cole, Stefanie L
Subject: FW: SHS Proposal to Revise UG Concentrations

From: Carla Cáceres [<mailto:caceres@life.illinois.edu>]
Sent: Monday, October 14, 2013 2:35 PM
To: DeThorne, Laura Segebart
Subject: Re: SHS Proposal to Revise UG Concentrations

Dear Dr. DeThorne,

I am pleased to write this letter of support for your revision to the Undergraduate Concentrations in Speech & Hearing Science (SHS) in the College of Applied Health Sciences (AHS). IB 100 can easily accommodate the expected 1-2 additional students per year who might enroll to fulfill the 6 required hours of specific electives. Please let me know if you need additional information.

Best wishes,
Carla Cáceres

Carla E. Cáceres
Interim Director, School of Integrative Biology
University of Illinois at Urbana – Champaign

Cole, Stefanie L

From: Stewart, William P
Sent: Monday, October 07, 2013 8:09 PM
To: Cole, Stefanie L
Cc: DeThorne, Laura Segebart
Subject: FW: support for SHS proposal

Stefanie,
Please add the email below to the file of support letters for the proposed SHS undergraduate curriculum revisions.
Bill

From: Chodzko-Zajko, Wojciech
Sent: Monday, October 07, 2013 9:43 AM
To: Stewart, William P
Cc: Graber, Kim C; Petruzzello, Steven J; McAuley, Edward
Subject: Re: support for SHS proposal

Dear Bill:

The Department of Kinesiology and Community Health supports the proposed new "Cultural-Linguistic Diversity" curriculum of Speech and Hearing Science. We are aware of the CHLH courses that are specified as electives in this proposal, and prepared to make seats available in these classes for SHS students. In addition, we plan to invite SHS faculty to provide guest lectures or teach a module in the courses of shared interest.

We look forward to assisting you in implementing this exciting curriculum revision.

Wojtek

Wojtek J. Chodzko-Zajko, PhD

Shahid and Ann Carlson Khan Professor and Head

Department of Kinesiology and Community Health
University of Illinois at Urbana-Champaign
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906 S. Goodwin Avenue
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UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN



Department of Physics

Loomis Laboratory of Physics
1110 West Green Street
Urbana, IL 61801-3080

Kevin T. Pitts

Telephone: (217)333-3946
Fax: (217)333-4990
Email: kpitts@illinois.edu

7-Oct-2013

Senate Educational Policy Committee

Dear Committee,

This letter on behalf of the Department of Physics is in support of the proposed revisions to the undergraduate concentrations in Speech & Hearing Science in the College of Applied Health Sciences.

The proposed Neuroscience of Communication concentration includes PHYS 100-level courses as part of the elective items. The courses most relevant would be:

- PHYS 101 College Physics: Mech & Heat
- PHYS 102 College Physics: E&M & Modern
- PHYS 140 How Things Work
- PHYS 150 Physics of Societal Issues.

All of the above courses are taught regularly in the Department of Physics and none of the courses are at capacity. Therefore, the Physics Department can easily accommodate additional enrollment that might arise from the proposed changes.

We are therefore happy to support the plan as proposed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin T. Pitts'.

Kevin T. Pitts
Associate Head and Professor of Physics

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

EP.14.24

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



January 17, 2014

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Applied Health Sciences to revise the undergraduate concentrations in the BS in Speech and Hearing Science. The request includes establishing two new concentrations in Cultural-Linguistic Diversity and Neuroscience of Communication and the elimination of the Human Communication Sciences concentration.

The proposal has been reviewed and approved by the Educational Policy Committee in the College of Applied Health Sciences. It now requires Senate review.

Sincerely,

Handwritten signature of Kristi A. Kuntz.

Kristi A. Kuntz
Assistant Provost

Enclosures

c: L. DeThorne
W. Stewart

RECEIVED

JAN 14 2014

Office of the Provost

January 10, 2014

Kristi Kuntz
Assistant Provost
Swanlund Administration Building
MC-304

Dear Kristi:

The College of Applied Health Sciences approves the following course revision and revisions to the undergraduate concentrations in Speech and Hearing Science.

- KIN 111 Prescribed Exercise
- Undergraduate concentrations in Speech & Hearing Science

If further information is needed, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Bill Stewart". The signature is written in a cursive, flowing style.

William P. Stewart, Ph.D.
Associate Dean for Academic Affairs

cc: Laura Chandler

Name of existing Illinois (UIUC) degree: _____

Name of non-Illinois partnering institution: _____

Location of non-Illinois partnering institution:

State of Illinois US State: _____ Foreign country: _____

- B. Proposal to create a new academic unit (college, school, department, program or other academic unit):

Name of proposed new unit: _____

- C. Proposal to rename an existing academic unit (college, school, department, or other academic unit):

Current name of unit: _____

Proposed new name of unit: _____

- D. Proposal to reorganize existing units (colleges, schools, departments, or program):

1. Proposal to change the status of an existing and approved unit (e.g. change from a program to department)

Name of current unit including status: _____

2. Proposal to transfer an existing unit:

Current unit's name and home: _____

Proposed new home for the unit: _____

3. Proposal to merge two or more existing units (e.g., merge department A with department B):

Name and college of unit one to be merged: _____

Name and college of unit two to be merged: _____

Proposed name and college of new (merged) unit: _____

4. Proposal to terminate an existing unit:

Current unit's name and status: _____

- E. **Other educational policy proposals** (e.g., academic calendar, grading policies, etc.)

Nature of the proposal: _____

Revised 10/2012