

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: September 2013
FROM: The Graduate School

The Graduate Council submits the following items from the **August 15, 2013** meeting for consideration.

Consent Items:

- I. Delete a Course
 - PSY 490G Research Project in Psychology
 - PSY 501 Internet Instruction
 - ART 500 Early Medieval Art
 - ART 501 Romanesque and Gothic Art
- II. Revise a Course Catalog Listing
 - CD 590 Clinical Internship

Action Items:

- I. Make Multiple Revisions to a Course
 - CD 591 Clinical Externship
- II. Create a New Course
 - CD 501 Early Intervention in Speech-Language Pathology
 - CD 579 Seminar in Professional Issues
 - CD 588 Clinical Methods
- III. Revise a Program
 - 0458 Middle Grades Education for Initial Certification
 - 0495 Secondary Education for Initial Certification
 - 114 Master of Science: Communication Disorders
- IV. Create a New Policy
 - Establish Minimum Credit Requirements for Graduate Degrees
 - Adopt General Guidelines for Temporary Course Offerings

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Delete a Course
(Consent Item)**

Contact Persons: Originally done by Baker, John, john.baker1@wku.edu, 745-5149
Current contact is Steven Wininger, steven.wininger@wku.edu, 5-4421

1. Identification of course:

- 1.12 Current course prefix (subject area) and number: PSY 490G
- 1.13 Course title: Research Project in Psychology

2. Rationale for the course deletion: The course is no longer needed in the current Psychology curriculum; the course was needed in a previous curriculum. The course has not been taught since 2001.

3. Effect of course deletion on programs or other departments, if known: none.

4. Proposed term for implementation: Winter 2014

5. Dates of prior committee approvals:

Psychology Department: 2/15/13

CEBS Curriculum Committee 5/7/213

Graduate Council 8/15/13

University Senate _____

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Delete a Course
(Consent Item)**

Contact Persons: Originally done by Baker, John, john.baker1@wku.edu, 745-5149
Current contact is Steven Wininger, steven.wininger@wku.edu, 5-4421

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 501
- 1.2 Course title: Internet Instruction

2. Rationale for the course deletion: The course is no longer needed in the current Psychology curriculum; the course was needed in a previous curriculum. The course has not been taught since 2002.

3. Effect of course deletion on programs or other departments, if known: none.

4. Proposed term for implementation: Winter 2014

5. Dates of prior committee approvals:

Psychology Department: 2/15/13

CEBS Curriculum Committee 5/7/13

Graduate Council 8/15/13

University Senate _____

**Potter College of Arts & Letters
Department of Art
Proposal to Delete a Course
(Consent Item)**

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 5-6566

1. Identification of course:

- 1.17 Current course prefix (subject area) and number: ART 500
- 1.18 Course title: Early Medieval Art
- 1.19 Credit hours: 3

2. Rationale for the course deletion:

Department curriculum revisions in other courses have absorbed the themes covered in this class, making it an unnecessary offering.

3. Effect of course deletion on programs or other departments, if known:

Deleting this course will have no adverse affects on student matriculation.

4. Proposed term for implementation: Fall, 2013

5. Dates of prior committee approvals:

Art Department/Division: 4/1/13

Potter College Curriculum Committee 5/2/2013

Graduate Council 8/15/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date:2/15/2013

**Potter College of Arts & Letters
Department of Art
Proposal to Delete a Course
(Consent Item)**

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 5-6566

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ART 501
- 1.2 Course title: Romanesque and Gothic Art
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Department curriculum revisions in other courses have absorbed the themes covered in this class, making it an unnecessary offering.

3. Effect of course deletion on programs or other departments, if known:

Deleting this course will have no adverse affects on student matriculation.

4. Proposed term for implementation: Fall, 2013

5. Dates of prior committee approvals:

Art Department/Division:	4/1/13
Potter College Curriculum Committee	5/2/2013
Graduate Council	8/15/13
University Senate	_____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Lauren E. Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course:

- 1.14 Course prefix and number: CD 590
- 1.15 Course title: Clinical Internship
- 1.16 Credit hours: 1

2. Current course catalog listing: Advanced, supervised, clinical practicum that provides varied on campus experiences with clients having more acute communication disorders. Repeat for total of 3 hours; maximum of two allowed in one semester.

3. Proposed course catalog listing: Advanced, supervised, clinical practicum that provides varied on campus experiences with clients presenting communication disorders. Repeat for total of 2 hours; maximum of one hour allowed per semester.

4. Rationale for revision of the course catalog listing: Our proposal is to allow the course to be repeated for up to 2 hours, not 3. We also want to limit the number of hours for which a student enrolls each semester to ensure that the number and variety of clinical experiences is stable and predictable.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

Communication Disorders Department	<u>April 3, 2013</u>
CHHS Graduate Curriculum Committee	<u>April 22, 2013</u>
Professional Education Council	<u>5-8-2013</u>
Graduate Council	<u>8/15/13</u>
University Senate	<u></u>

**College of Health and Human Services
Department of Communication Disorders
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course:

- 1.1 Current course prefix and number: CD 591
- 1.2 Course title: Clinical Externship
- 1.3 Credit hours: 2

2. Revise course title: NA

3. Revise course number: NA

4. Revise course prerequisites/corequisites/special requirements: NA

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Advanced, supervised on-site clinical experience in a variety of settings including schools, private practices, hospitals, rehabilitation facilities, nursing homes and home health agencies. Clinical hours meet ASHA certification requirements. Maximum of two hours per semester.
- 5.2 Proposed course catalog listing: Advanced, supervised clinical experience in a variety of settings external to the campus. Maximum of 3 hours per semester. Repeatable for a maximum of 6 hours.
- 5.3 Rationale for revision of course catalog listing: The proposed listing does not limit the types of settings in which students might complete a clinical rotation. In addition, it specifies the total number of hours in which a student can enroll.

6. Revise course credit hours:

- 6.1 Current course credit hours: 2
- 6.2 Proposed course credit hours: 2-3
- 6.3 Rationale for revision of course credit hours:
Currently a student enrolls in Externship three times for 2 credit hours each. The students are required to earn a minimum of 50 clinical hours. Students and supervisors in some of the external sites have asked that the students stay in selected sites for longer time to ensure skill and competency development. This proposal will allow students wanting to go to sites requiring more time to do so. Students enrolling in the 3-hour externship will need to earn at least 75 hours.

7. Proposed term for implementation: Fall 2014

8. Dates of prior committee approvals:

Communication Disorders Department 4/3/2013

CHHS Graduate Curriculum Committee April 22, 2013

Professional Education Council 5/8/2013

Graduate Council 8/15/13

University Senate _____

**College of Health and Human Services
Department of Communication Disorders
Proposal to Create a New Course
(Action Item)**

Contact Person: Janice Carter Smith, Janice.smith@wku.edu; 745-5875

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 501
- 1.2 Course title: Early Intervention in Speech-Language Pathology
- 1.3 Abbreviated course title: Early Intervention in SLP
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: admission to the graduate program in CD or permission of instructor
- 1.7 Course catalog listing: Theory and practice in the assessment and intervention of speech and language disorders in the infant/toddler population.

2. Rationale:

- 2.3 Reason for developing the proposed course: The scope of practice for speech-language pathology includes work with infants, toddlers and their families. The American Speech-Language-Hearing Association requires that students demonstrate competency in prevention of communication disorders. The department feels that since early intervention is a type of secondary prevention, a course covering that topic would ensure compliance with the professional certification standards. **As this is a course designed to improve our graduates' ability to provide improved clinical services to infants, toddlers and their families, we feel that this course supports the university mission of service to constituents. By helping those with delayed or disordered communication, the course will help steward a high quality of life for those in the communities we serve.**
- 2.4 Projected enrollment in the proposed course: 24 – 25 based on the number of students enrolled in each of the department's cohorts
- 2.5 Relationship of the proposed course to courses now offered by the department: CD 504 Seminar in Child Language looks at language disorders in children but primarily in school-age children. This course will precede the CD 504 class in sequence.
- 2.6 Relationship of the proposed course to courses offered in other departments: Other departments offer coursework in various areas of service delivery to the infant/toddler population; such as NURS 546 Primary Care of the Infant, Child, and Adolescent or IECE 550 Advanced IECE Curriculum Development; but none specifically in speech-language pathology.
- 2.7 Relationship of the proposed course to courses offered in other institutions: University of Kentucky CD 745 Pediatric Feeding and Motor Speech Disorders; James Madison University- CSD 530. Early Intervention; East Carolina University CSDI 6111. Communication Disorders in Infants and Toddlers; Central Michigan University- Infant-Toddler Communication: Assessment and Intervention; Ball State University – CD 610 Child Language: Birth to Five

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course, students will be able to:
 - Develop an understanding of pertinent background information and the major etiologies of communication disorders in infants and toddlers
 - Plan, implement, evaluate and modify language intervention strategies across various settings
 - Develop an awareness of issues pertinent to service delivery such as cultural diversity, behavior management, and collaboration
 - Develop strategies for the prevention of language disorders
 - Develop appropriate knowledge and skills in professional issues

- 3.2 Content outline:
 - Roles of speech-language pathologists in NICU
 - Roles of speech-language pathologists in early intervention settings
 - Public policy and early intervention
 - Prevention and service delivery with infants and toddlers
 - Working with families and other professionals in early intervention
- 3.3 Student expectations and requirements: Research project, presentations, exams, demonstrations
- 3.4 Tentative texts and course materials:
 - Fraker, C. & Walbert, L. (2006) *Evaluation and Treatment of Pediatric Feeding Disorders: From NICU to Childhood*.
 - Keilty, B. (2009) *The Early Intervention Guidebook for Families and Professionals: Partnering for Success*
 - Donahue-Kilburg, G. (2001) *Family-Centered Early Intervention for Communication Disorders: Prevention and Treatment*
 - Paul, R. and Norbury, C. (2011) *Language disorders: From infancy through adolescence*

4. Resources:

- 4.1 Library resources: adequate, per documentation on the Library Resource form
- 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: current faculty; 2 faculty members currently employed in the department will earn their terminal degrees by Fall 2014 which will enable to them to become members of the graduate faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Communication Disorders Department	<u>4/3/2013</u>
CHHS Graduate Curriculum Committee	<u>April 22, 2013</u>
Professional Education Council	<u>5/8/2013</u>
Graduate Council	<u>8/15/13</u>
University Senate	<u></u>

**College of Health and Human Services
Department of Communication Disorders
Proposal to Create a New Course
(Action Item)**

Contact Person: Lauren E. Bland, lauren.bland@wku.edu, 745-8860

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 579
- 1.2 Course title: Seminar in Professional Issues
- 1.3 Abbreviated course title: Seminar in Professional Issues
- 1.4 Credit hours: 1 credit hour
- 1.5 Type of course: S
- 1.6 Prerequisites: permission of instructor
- 1.7 Course catalog listing: Current local, regional, and national issues that impact speech-language pathology service delivery. Includes requirements for state licensure and national certification.

2. Rationale:

- 2.1 Reason for developing the proposed course: CD 510 Seminar in Professional Issues has been taught in the Communication Disorders program for years. It is an essential part of the curriculum. The department is proposing to expand the curriculum to include courses that will now cover large parts of what has previously been covered in the 3 credit hour course. In addition, much of what has typically been covered is now readily available through the web and other sources. The department is confident that the critical content can be effectively covered in 1 credit hour. **As this is a course designed to improve our graduates' ability to provide adequate professional services, we feel that this course supports the university mission of service to constituents. By helping others improve delayed or disordered communication, the course will help steward a high quality of life for those in the communities we serve.**
- 2.2 Projected enrollment in the proposed course: 24-25 based on the number of students enrolled in each cohort.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers CD 510 for 3 semester hours.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many departments across the university offer courses to prepare its students for professional practice in their chosen fields such as DPT 760 Professional Issues, NURS 508 Advanced Issues in Professional Nursing, and AMS 630 Legal Issues in Technology. None however are specific to speech-language pathology.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Ball State University: SPAA 629 - Professional Issues in Speech-Language Pathology; Missouri State University: CSD 878-(4) Professional Issues/Practice Management; Western Illinois University: CSD 503 Seminar in Professional Affairs; Florida Atlantic University: SPA 6006- Professional Practice and Program Organization in Speech-Language Pathology; University of Northern Iowa: CSD 6100 Professional Issues; University of Louisville: CMDS 668 Professional Issues in Audiology and Speech Pathology; Murray State University: CDI 601 Professional Issues; Eastern Kentucky University: CDS 870 Professional Issues

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course, students will be able to:
 - Explain the organization of relevant professional associations relative to their roles in advocacy, employment, and service delivery
 - Explain the requirements and processes for obtaining relevant professional certification and licensure

- Demonstrate an understanding of the role of cultural diversity in the delivery of speech-language pathology services
- Demonstrate knowledge of public policy and its impact on reimbursement and service delivery

3.2 Content outline:

- Review structure, role, and certification standards of the American Speech Language and Hearing Association (ASHA)
- Review relevant state professional organizations, licensure and teacher certification
- Review position papers and guidelines for SLP practice with diverse populations
- Develop resume preparation and job search skills

3.3 Student expectations and requirements: projects, presentations, reflection papers

3.4 Tentative texts and course materials:

Lubinski, R., Golper, & L., Frattali, C. (2012). *Professional issues in speech-language pathology and audiology, 4th edition*, Thomson Delmar Learning: Clifton Park, NY
 Membership and Certification handbook of the American Speech Language Hearing Association

4. Resources:

- 4.1 Library resources: adequate (refer to Library Resource form for details)
 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: current faculty; 2 faculty members currently employed in the department will earn their terminal degrees by Fall 2014 which will enable to them to become members of the graduate faculty
 5.2 Special equipment needed: none
 5.3 Expendable materials needed: none
 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Communication Disorders Department	<u>4/3/2013</u>
CHHS Graduate Curriculum Committee	<u>April 22, 2013</u>
Professional Education Council	<u>5/8/13</u>
Graduate Council	<u>8/15/13</u>
University Senate	<u></u>

**College of Health and Human Services
Department of Communication Disorders
Proposal to Create a New Course
(Action Item)**

Contact Person: Jo Shackelford, jo.shackelford@wku.edu, 745-4306

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 588
- 1.2 Course title: Clinical Methods in Speech-Language Pathology
- 1.3 Abbreviated course title: Clinical Methods in SLP
- 1.4 Credit hours: 1
- 1.5 Type of course: C
- 1.6 Prerequisites: Acceptance to graduate CD program and permission of instructor
- 1.7 Course catalog listing: Introduction to clinical policies and procedures in speech-language pathology

2. Rationale:

- 2.1 Reason for developing the proposed course: A course of this type will prepare students for clinical practicum (CD 590), and will provide them with needed information and skills before they begin working with clients. As this is a course designed to improve clinical service delivery in speech-language pathology to clients served by our graduate students, we feel that this course supports the university mission of service to constituents. By helping others improve delayed or disordered communication, the course will help steward a high quality of life for those in the communities we serve. This course will ensure excellence in the delivery of speech-language pathology services.
- 2.2 Projected enrollment in the proposed course: 24-25 based each cohort
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no other similar courses offered within the CD department.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other clinical departments within WKU offer clinical methods courses, such as SWRK 510 Generalist Social Work Practice and NURS 503 Advanced Health Assessment, but none related specifically to communication disorders.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Indiana State Univ.: CD 522 Methods and Administration in CD; Ohio Univ.: CSD 6340 Clinical Methods in Speech-Language Pathology; Univ. of Southern Mississippi: SHS 518 Clinical Methods; U of L: CMDS 671 Clinical Methods in SLP.

3. Discussion of proposed course:

- 3.1 Course objectives: This course will provide students with skills and knowledge needed to begin working with clients in the university clinic setting.
Upon completion of the course, students will be able to:
 - State clinic policies and procedures
 - Locate and use materials and equipment related to client needs
 - Follow universal precautions procedures and privacy regulations relevant to a university clinic caseload
 - Write goals and objectives
 - Collect and summarize clinical data
 - Write diagnostic and treatment clinical reports
 - Demonstrate behavior management techniques
 - Demonstrate client interviewing and counseling techniques
 - Indicate appropriate referrals based on client needs
- 3.2 Content outline:

- Clinic policies and procedures
 - Clinic materials and equipment for therapy
 - Universal precautions and privacy regulations
 - Goal and objective writing
 - Data collection and report writing
 - Behavior management with clients
 - Interviewing and counseling clients
 - Making client referrals
- 3.3 Student expectations and requirements: Projects, discussion, report writing, exams
- 3.4 Tentative texts and course materials:
- Paul, R & Cascella, P, (2006) Introduction to clinical methods in communication disorders, 2nd ed. Baltimore, MD: Brooks Publishing Co.
 - The Health Insurance Portability and Accountability Act of 1996 Privacy and Security Rules, available at <http://www.hhs.gov/ocr/privacy/>

4. Resources:

- 4.1 Library resources: Adequate (see the Library Resource form)
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staff; 2 faculty members currently employed in the department will earn their terminal degrees by Fall 2014 which will enable them to become members of the graduate faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Communication Disorders Department: April 3, 2013

CHHS Graduate Curriculum Committee April 22, 2013

Professional Education Council 5/8/2013

Graduate Council 8/15/13

University Senate _____

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise a Program
(Action Item)**

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu

1. Identification of program:

- 1.9 Current program reference number: 0458
- 1.10 Current program title: Middle Grades Education for Initial Certification
- 1.11 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Add in Educational Psychology Course
- Add the word “or” between the two research course choices.

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification	PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education (5-9) for Initial Certification
The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. There are three concentrations in this program: 1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science. 2. Standard Concentration for English/Language Arts, Social Studies, 3. Mathematics and Science. 4. Residency Concentration for Science and Mathematics (e.g. GSKyTeach) Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification. Students in all three concentrations are expected to become competent in theory, research, and application	The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. There are three concentrations in this program: 1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science. 2. Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science. 3. Residency Concentration for Science and Mathematics (e.g. GSKyTeach) Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification. Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to

of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program. Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services. Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.	exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program. Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services. Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course, for these students must be a full semester or equivalent in length. Students in the residency (GSKyTeach) concentration must meet all expectations associated with that residency program.
PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours	PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours

Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.) Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.) Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) EDFN 500: Research Methods (3 hrs.) Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.) Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.) Total Hours – 36 hours Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be	Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.) Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.) Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.) Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) <u>AND</u> TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) <u>OR</u> EDFN 500: Research Methods (3 hrs.) Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.) Electives: Advisor Approved Content Electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.) Total Hours – 36 hours Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9) Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)
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SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.) Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.) Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.) Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.) SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND SMED 630: Action Research Seminar (1 hr.) Total Hours - 30	Strategies/Literacy Component: SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.) Exceptional Education and Diversity Component: SMED 520: Management for Positive Learning Environments (3 hrs.) Research and Assessment Component: SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.) SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) SMED 630: Action Research Seminar (1 hr.) Total Hours - 30
ADMISSION REQUIREMENTS	ADMISSION REQUIREMENTS
Applicants must meet one of the following, depending on chosen concentration. Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must: • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit. • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references,	Applicants must meet one of the following, depending on chosen concentration. Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must: • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit. • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code

physical (including TB test), and a signed code of ethics. Admission Requirements for the Residency Concentration for Science and Mathematics Educators: • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school district.	of ethics. Admission Requirements for the Residency Concentration for Science and Mathematics Educators: • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.
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4. Rationale for the proposed program change:

- The Educational Psychology course was inadvertently left out of the previous revision.
- The word “or” between the two research course choices was inadvertently left off in the previous revision.

5. Proposed term for implementation and special provisions (if applicable):

- Spring 2014

6. Dates of prior committee approvals:

School of Teacher Education:	4/12/13
CEBS Curriculum Committee	5/7/13
Professional Education Council	6/12/13
Graduate Council	8/15/13
University Senate	

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise A Program
(Action Item)**

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097; Martha Day, Martha.day@wku.edu;

1. Identification of program:

- 1.1 Current program reference number: 0495
- 1.2 Current program title: Secondary Education for Initial Certification
- 1.3 Credit hours: 36 hours

2. Identification of the proposed program changes:

- Remove Agriculture and Family and Consumer Sciences from the Alternate Route to Certification
- Remove Agriculture and Family and Consumer Sciences from the Standard Concentration
- Add Chinese to the Alternate Route to Certification Concentration
- Add Chinese to the Standard Concentration
- Add in Educational Psychology Course
- Add the word “or” between the two research course choices.

3. Detailed program description:

CURRENT PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification	PROPOSED PROGRAM Master of Arts in Teaching: Secondary Education (grades P-12; 5-12; 8-12) for Initial Certification
The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor’s degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. There are three concentrations in this program: 1. Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish. 2. Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer	The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12, 5-12, and 8-12, depending on certification area) for qualified individuals with bachelor’s degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. There are three concentrations in this program: 1. Alternate Route to Certification Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, and Spanish. 2. Standard Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physical Education,

Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish 3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach) Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification. Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program. Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services. Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.	Physics, Social Studies, and Spanish 3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach) Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification. Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program. Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services. Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.
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PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours	PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours
Alternate Route to Certification Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish: Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.) Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.) Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) EDFN 500: Research Methods (3 hrs.) Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.) Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.) Total Hours – 36 hours Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing	Alternate Route to Certification Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, and Spanish: Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.) Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.) Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.) Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) AND TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs.) Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.) Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.) Total Hours – 36 hours

Education, Earth and Space Science, Engineering and Technical Education, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.) Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.) Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) EDFN 500: Research Methods (3 hrs.) Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.) Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.) Total Hours – 36 hours Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach) Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)	Standard Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, Engineering and Technical Education, English/Language Arts, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.) Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.) Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.) Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.) AND TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs.) Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.) Electives: Advisor approved content electives from the student's teaching discipline (6 hrs.) (The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.) Total Hours – 36 hours Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)
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ADMISSION REQUIREMENTS Applicants must meet one of the following, depending upon chosen concentration: Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration: To be considered for admission, applicants must: • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a	ADMISSION REQUIREMENTS Applicants must meet one of the following, depending upon chosen concentration: Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration: To be considered for admission, applicants must: • Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution. • Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses). • Submit a letter of application including professional goals. • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a

GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. Admission Requirements for the Residency Concentration for Science and Mathematics Educators: • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.	GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate). • Submit a passing score on the appropriate PRAXIS II test in major area. • Submit state minimum passing scores for GRE or PPST for admission to the professional education unit • Submit a successful criminal background check. • Submit the following documentation prior to acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics. Admission Requirements for the Residency Concentration for Science and Mathematics Educators: • A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration. • A minimum undergraduate GPA of 2.75. • Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit. • A successful criminal background check. • A passing score on the PRAXIS II test in major area (This score must be submitted within the first semester of enrollment in the teacher residency program). • Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.
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4. Rationale for the proposed program change:

- The Agriculture program is not approved by the Education Professional Standards Board as an Alternative Route to Certification Program.
- Family and Consumer Sciences does not wish to offer initial certification at the graduate level due to prospective students potentially missing critical content currently available only at the undergraduate level although the program is approved by the EPSB.
- Adding Chinese to the Alternate Route to Certification Program to increase offerings in the MAT.
- Adding Chinese to the Standard Concentration to increase offerings in the MAT.
- The Educational Psychology course was inadvertently left out of the previous revision.
- The word “or” between the two research course choices was inadvertently left off in the previous revision.

5. Proposed term for implementation and special provisions (if applicable):

- Spring 2014

6. Dates of prior committee approvals:

School of Teacher Education: 4/12/13

CEBS Curriculum Committee 5/07/13

Professional Education Council 6/12/13

Graduate Council 8/15/13

University Senate _____

Proposal Date: April 3, 2013

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise A Program
(Action Item)**

Contact Person: Richard Dressler, richard.dressler@wku.edu, 745-6280

1. Identification of program:

- 1.1 Current program reference number: 114
- 1.2 Current program title: Master of Science: Communication Disorders
- 1.3 Credit hours: 49

2. Identification of the proposed program changes:

- Increase the number of credit hours from 49 to 60
- Add CD 501 and CD 509 to required curriculum
- Replace CD 510 with CD 579 in the required curriculum
- Adding CD 588 as a clinical option in the curriculum
- Add 3 elective courses to the curriculum
- Change the externship requirements from 3 2-hour externships to either 3 2-hour externships or 2 3-hour externships

3. Detailed program description:

Current Program Title		Proposed Program Title	
Communication Disorders		Communication Sciences and Disorders	
Current Program		Proposed Program	
Course	Hours	Course	Hours
CD 500 Research Methodology	3	CD 500 Research Methodology	3
		CD 501 Early Child Language	3
CD 502 Motor Speech Disorders	3	CD 502 Motor Speech Disorders	3
CD 504 Seminar in Child Language	3	CD 504 Seminar in Child Language	3
CD 506 Dysfluency	3	CD 506 Dysfluency	3
CD 507 Aphasia	3	CD 507 Aphasia	3
CD 508 Voice Disorders	3	CD 508 Voice Disorders	3
		CD 509 Speech Science	3
CD 510 Professional Issues	3		
CD 511 Neurology	3	CD 511 Neurology	3
CD 512 Seminar in Phonology	3	CD 512 Seminar in Phonology	3
CD 513 Cognitive Linguistic Disorders	3	CD 513 Cognitive Linguistic Disorders	3
CD 514 Dysphagia	3	CD 514 Dysphagia	3
CD 515 Rehabilitative Audiology	3	CD 515 Rehabilitative Audiology	3
CD 518 Advanced AAC (Alternative and Augmentative Communication Modalities)	3		
		CD 579 Professional Issues	1
CD 590 Clinical Internship	1	CS 590 Clinical Internship (repeated) OR CD 590 & CD 588 Clinical Methods in SLP	2
CD 591 Clinical Externship (will take 3 times at 2 credits each)	6	CD 591 Clinical Externship (will take 3 times at 2 credits each or 2 times at 3 credits each)	6
Approved Elective in the Major	3	Four (4) Approved Electives in the Major (3 credits each) CD 518 Advanced AAC	12

		(Alternative and Augmentative Communication Modalities) must be taken as an elective if not had an undergraduate equivalent.	
Total	49	Total	60

4. Rationale for the proposed program change:

- The program changes represent alignment with other universities in the state who also require 60 + credit hours to complete a master's degree in CSD. The University of Kentucky, Murray State University, and the University of Louisville master's degrees are 60-credit programs. Eastern Kentucky University's master's degree is a 63-credit program. Certification standards warrant the addition of courses in order to provide students' mastery of skills and knowledge in the nine (9) critical areas of articulation, receptive/expressive language, cognitive aspects, fluency, hearing, social aspects, voice and resonance, swallowing, and communication modalities.
- Accreditation standards require that students graduate eligible for certification. The proposed curriculum will do that by ensuring that there is core content across all 9 areas.
 - o Praxis scores have shown a slight decline after CD 509 Speech Science was removed from the core curriculum so it will now be a required course.
 - o CD 501 Early Intervention will cover the birth to preschool population which is a growing employment setting and specialty for speech-language pathologists.
 - o CD 579 Professional Issues is included in the core curriculum to ensure that students have information about certification, licensure and other professional skills.
 - o Distance learning students will take CD 588 Clinical Methods prior to taking CD 590 Clinical Internship. On-campus students will take 2 sections of CD 590 (one in the Fall semester and one in the Spring semester) and will receive the information provided in CD 588 during routine weekly, clinic meetings.
 - o Student survey results have shown that students would benefit from additional courses related to their professional interests. These courses may include content like autism, cultural diversity, and pediatric dysphagia. By adding the increased electives provides this opportunity. Students will have the option to seek admission to the Professional Education Unit to be eligible for teacher certification upon graduation. The students who choose this path can use the additional required electives to satisfy the requirements of the EPSB.
- Providing students with different lengths of externship placements allows them the flexibility in acquiring hands-on experience in either 2 long placements or 3 short placements. This change will help students meet individual career goals which have been indicated as a preference when students were surveyed in the past.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

Communication Disorders Department: April 3, 2013

CHHS Graduate Curriculum Committee April 22, 2013

Professional Education Council May 8, 2013

Graduate Council 8/15/13

University Senate _____

**College of Graduate Studies
Proposal to Create an Academic Policy
(Action Item)**

Contact Person: Jim Berger, jim.berger@wku.edu, 5-2446

- 1. Identification of proposed policy revision:** Minimum Credit Requirement for Degrees
- 2. Catalog statement of existing policy:** None.
- 3. Catalog statement of proposed policy:**

Minimum Credit Requirement for Masters Degree

The minimum semester credit requirement for masters degrees is thirty (30) credits. Individual programs may require more credits. Only those courses listed on a graduate Program of Study are applicable toward meeting graduate degree credit requirements. Six (6) to fifteen (15) thesis credits may be applied to meet the 30 credit minimum required for the degree. However, additional thesis hours may be taken to complete the thesis and will appear on the student's transcript.

Minimum Credit Requirement for Specialist in Education Degree

The minimum semester credit requirement for the Specialist in Education degree is thirty (30) credits beyond the masters degree or sixty (60) credits for programs that do not require a masters degree for admission. Individual programs may require more credits. Only those courses listed on a graduate Program of Study are applicable toward meeting the Specialist in Education degree credit requirement. Six (6) to fifteen (15) thesis credits may be applied to meet the 30 credit minimum required for the degree. However, additional thesis hours may be taken to complete the thesis and will appear on the student's transcript.

Minimum Credit Requirement for Doctoral Degree

The minimum semester credit requirement for the doctoral degree is sixty (60) credits post-baccalaureate or thirty (30) credits post-masters in a related field. Individual programs may require more credits. Only those courses listed on a graduate Program of Study are applicable toward meeting graduate degree credit requirements. Twelve (12) to thirty (30) dissertation credits may be applied to the 60 credit minimum required for the post-baccalaureate to doctoral degree. Six (6) to fifteen (15) dissertation credits may be applied to the 30 credit minimum required for the post-masters to doctoral degree. Additional dissertation hours may be taken to complete the dissertation and will appear on the student's transcript.

- 4. Rationale for proposed policy revision:** The new policy would put in description of minimum number of hours required for masters, specialist, and doctoral degrees.
- 5. Impact of proposed policy revision on existing academic or non-academic policies:** None.
- 6. Proposed term for implementation:** Fall 2013
- 7. Dates of prior committee approvals:**

Graduate Council Rules Committee 4-2-2013

Graduate Council 8-15-13

University Senate _____

VP for Academic Affairs _____

General Guidelines for Temporary Course Offerings

- Approval to offer a temporary course is requested when the course:
 - 1) must be created to accommodate registration, and there is insufficient time to complete the new course approval process,
 - or
 - 2) is proposed for offering on a trial basis.
- A proposal to create a temporary course is an **information** item on the UCC or Graduate Council agenda as appropriate.
- The proponent should ensure that the proposed temporary course does not duplicate existing courses in other departments and colleges
- A temporary course is intended to be offered only once; however, under extraordinary circumstances, approval for a second offering may be granted. A proposal to offer a temporary course for a second time will require additional justification. A temporary course may not be offered more than two times.

PROCEDURE

- **For undergraduate courses** submit the completed Course Inventory Form and the Temporary Course Proposal Form (including department head's and dean's signatures for approval) to the UCC Chair in a single PDF file. The UCC Chair will post the Temporary Course Proposal on the UCC website and forward notification of the posting by e-mail to UCC members, including College Representatives, and to the college deans. Recipients will be directed to communicate any concerns or objections to the course proponent and to the UCC Chair. Following a seven calendar day posting without objection, the UCC Chair will forward the proposal to the Office of Academic Affairs for approval. If, during the seven calendar day posting, there is an objection, the proponent will be notified. Parties involved will have an additional seven calendar days to resolve the objection. If the parties agree on the solution, the temporary course proposal will then be forwarded to the Provost by the UCC Chair. If no agreement is reached, the proposal will be returned to the proponent.
- **For graduate courses** submit the completed Course Inventory Form and the Temporary Course Proposal Form (including department head's and dean's signatures for approval) to the Office of Graduate Studies and Research in a single PDF file for posting on the Graduate Studies website. Graduate Studies will notify Graduate Council members and college deans. Recipients will be directed to communicate any concerns or objections to the course proponent and to the Graduate Council Chair. Following a seven calendar day posting without objection, the Graduate Council Chair will forward the proposal to the Office of Academic Affairs for approval. If, during the seven calendar day posting, there is an objection, the proponent will be notified. Parties involved will have an additional seven calendar days to resolve the objection. If the parties agree on the solution, the temporary course proposal will then be forwarded to the Provost by the Graduate Council Chair. If no agreement is reached, the proposal will be returned to the proponent.
- The Course Inventory Form for the approved temporary course will be forwarded by Academic Affairs to the Office of the Registrar for processing. Approved temporary course proposals must be submitted by the college dean's office as an information item for the next UCC or Graduate Council meeting.

Proposal Date:

College Name
Department Name
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Name, email, phone

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:
- 1.2 Course title:
- 1.3 Abbreviated course title:
(maximum of 30 characters or spaces)
- 1.4 Credit hours:
- 1.5 Schedule type:
- 1.6 Prerequisites/corequisites:
- 1.7 Grade type: ____ standard letter grade ____ pass/fail ____ in progress (IP)
- 1.8 Course description:

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
- 2.2 Relationship of the proposed course to courses offered in other academic units:

3. Description of proposed course

- 3.1 Course content outline
- 3.2 Tentative text(s)

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation:

6. Dates of review/approvals:

Department of _____

Dean, College of _____

