

UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST

Rec. #

2013-09-02

Recommendation

The University Senate recommends the Graduate Council report dated September 2013 and as amended in the Senate (pulled: Proposal to Create a Temporary Course) to the Provost for endorsement.

Approved 9/25/2013

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

**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 490G
- 1.2 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:

- 1.3 Current course prefix (subject area) and number: ART 500
- 1.4 Course title: Early Medieval Art
- 1.5 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

**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:

- 1.6 Course prefix and number: CD 590
- 1.7 Course title: Clinical Internship
- 1.8 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	_____

**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:

- 2.1 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.**
- 2.2 Projected enrollment in the proposed course: 24 – 25 based on the number of students enrolled in each of the department's cohorts
- 2.3 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.
- 2.4 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.
- 2.5 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	_____

**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

**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 & Casella, 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 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>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	_____

**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: 0458
- 1.2 Current program title: Middle Grades Education for Initial Certification
- 1.3 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
<p>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.</p> <p>There are three concentrations in this program:</p> <ul style="list-style-type: none"> 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) <p>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.</p> <p>Students in all three concentrations are expected to become competent in theory, research, and application</p>	<p>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.</p> <p>There are three concentrations in this program:</p> <ul style="list-style-type: none"> 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) <p>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.</p> <p>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</p>

<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>	<p>PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours</p>

<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>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)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>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.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>Professional Education Component: EDU 589: Advanced Internship for the MAT (6 hrs.) EDU 520: Planning for Instruction (3 hrs.) (Must be</p>	<p>Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>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)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Program Specific Curriculum Component: Program Specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p><u>AND</u></p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p><u>OR</u></p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>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.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for English/Language Arts, Social Studies, Mathematics and Science (Middle Grades 5-9)</p> <p>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)</p>
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<p>ADMISSION REQUIREMENTS</p>	<p>ADMISSION REQUIREMENTS</p>
<p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • 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 	<p>Applicants must meet one of the following, depending on chosen concentration.</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentrations: To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • 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

<p>acceptance in to graduate studies: 3 references, physical (including TB test), and a signed code of ethics.</p> <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • 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. 	<p>of ethics.</p> <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • 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
<p>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.</p> <p>There are three concentrations in this program:</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>There are three concentrations in this program:</p> <ol style="list-style-type: none"> 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,

<p>Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish</p> <p>3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Physics, Social Studies, and Spanish</p> <p>3. Residency Concentration for Science and Mathematics (Secondary 8-12) (e.g. GSKyTeach)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours	PROGRAM COURSE REQUIREMENTS FOR EACH CONCENTRATION 30-36 Hours
<p>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:</p> <p>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)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>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.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, Engineering</p>	<p>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:</p> <p>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)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>AND</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>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.)</p> <p>Total Hours – 36 hours</p> <p>Standard Concentration for Art, Biology, Chemistry,</p>

<p>and Technical Education, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish</p> <p>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)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>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.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component: SMED 590: Teacher Internship (8 hrs.) SMED 501: Designing Instructional Sequences in Secondary Grades Math and Science (3 hrs.)</p>	<p>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</p> <p>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)</p> <p>Educational Psychology Component: PSY 510: Advanced Educational Psychology (3 hrs.)</p> <p>Program-Specific Curriculum Component: Program-specific content methods course approved by the advisor (3 hrs.)</p> <p>Strategies/Literacy Component: LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p>Exceptional Education and Diversity Component: EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p>Research and Assessment Component: EDU 570: Educational Assessment for All Learners (3 hrs.)</p> <p>AND</p> <p>TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)</p> <p>OR</p> <p>EDFN 500: Research Methods (3 hrs.)</p> <p>Educational Technology Component: LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p>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.)</p> <p>Total Hours – 36 hours</p> <p>Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach)</p> <p>Professional Education Component:</p>
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<p>ADMISSION REQUIREMENTS</p> <p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • 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 	<p>ADMISSION REQUIREMENTS</p> <p>Applicants must meet one of the following, depending upon chosen concentration:</p> <p>Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration:</p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> • 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

<p>(counting all course work, undergraduate and graduate).</p> <ul style="list-style-type: none"> • Submit a passing score on the appropriate PRAXIS II test in major area. <p>Submit state minimum passing scores</p> <ul style="list-style-type: none"> • 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. <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • 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. 	<p>(counting all course work, undergraduate and graduate).</p> <ul style="list-style-type: none"> • Submit a passing score on the appropriate PRAXIS II test in major area. <p>Submit state minimum passing scores</p> <ul style="list-style-type: none"> • 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. <p>Admission Requirements for the Residency Concentration for Science and Mathematics Educators:</p> <ul style="list-style-type: none"> • 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 _____

**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 (Alternative and Augmentative	12

