

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, May 8, 2013
GRH 3073

- I. Consideration of the Minutes from the April 10, 2013, meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

II. New Business

Office of Teacher Services-CEBS

- Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit April 10, 2013 to May 8, 2013
- Student Teacher Candidates List for Fall 2013

College of Health and Human Services-Communication Disorders

1. Revise Course Catalog Listing - CD 590, Clinical Internship
2. Make Multiple Revisions to Course – CD 591, Clinical Externship
3. Create a New Course – CD 501 Early Intervention in Speech-Language Pathology
4. Create a new Course – CD 579, Seminar in Professional Issues
5. Create a New Course – CD 588, Clinical Methods in Speech-Language Pathology
6. Revise a Program – 114, Master of Science: Communication Disorders

III. Other Business

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

April 10, 2013 – May 8, 2013

ELEMENTARY P-5

Atkins, Carly
Blair, Alyssa
Emerson, Emily
Feldpaush, Grace
Green, Morgan
Hatfield, Kimberly
Lemily, Megan
Martin, Darshell
Richards, Dustin
Roby, Morgan
Russell, Anne
Shackleford, Jessica
Sullivan, Kelsey

MIDDLE GRADES

Turner, Chelsea SS/LA
Veale, Bethany A. SS/LA

5-12

Mosley, Whitnee FCS

MASTERS

Jacobowitz, Sara S. CD
McGuyer, Ryann LBD
Murray, Tabitha Chemistry

Proficiency Evaluation

Section 1 of 16 KAR 5:030 Proficiency Evaluation provides opportunities whereby an Institution may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency examination at a level comparable to the usual requirements in that curriculum area.

Howell, Edward N.

Masters- Music: Integrated, P-12

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

**STUDENT TEACHER CANDIDATES FOR FALL 2013
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***5/8/13**

WKU ID	FIRST	LAST	D	MAJOR
	MELISSA	DAUBY		ELEMENTARY

**STUDENT TEACHER CANDIDATES FOR FALL 2013
NOT QUALIFIED**

*****STUDENT TEACHING APPLICATION PENDING***5/8/13
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	D	MAJOR
	STEVIE	BUTLER	X	ELEMENTARY
	ERICA	ESKRIDGE	CP	ELEMENTARY
	JENNIFER	FORTNEY	CP	ELEMENTARY
	DANA	GREEN	CP	ELEMENTARY
	KYLE	HACK	X	ELEMENTARY
	KARI	HARP	X	ELEMENTARY
	AMBER	HULETT	CP	ELEMENTARY
	KAITLYNN	PRINDLE	X	ELEMENTARY
	SHANNON	SWIFT	CP	ELEMENTARY
	DEBORAH	TAYLOR	X	IECE
	KIMBERLEY	BELL	X	MGE/MATH
	TYLER	BRUCE	CA	MGE/MATH
	JORDAN	MATTINGLY	X	MGE/S.STUDIES/LA
	ANTHONY	MILLER	X	MGE/S.STUDIES/LA
	SHANON	SEXTON	X	MGE/SCIENCE/S.STUDIE S
	APRIL	YATES	CA	P-12/ART
	SHAUN	BAXLEY	CA	P-12/MUSIC
	REBECCA	ROBERTS	CA	P-12/MUSIC
	TABITHA	SAMS-ROSE	CA	P-12/MUSIC

	KARL	WEIHE	X	P-12/SPANISH
	A. DAMON	PARR	X	SEC/BIOLOGY
	BETHANY	WHITE	CA	SEC/BIOLOGY
	DEANNA	REDDISH	X	SEC/ENGLISH
	LAUREN	ANGUIANO	X	SEC/MATH
	NICHOLAS	CARTER	X	SEC/MATH
	JORDEN	PATTERSON	X	SEC/MATH

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending

CA = Not Admitted into Teacher Education

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

STUDENT TEACHER CANDIDATES FOR FALL 2013

*****APPLICATION WITHDRAWN***5/8/13**

WKU ID	FIRST	LAST	MAJOR	DATE
	TARA	DALCOURT	ELEMENTARY	4/9/13
	SARA	BOOKER	SEC/S. STUDIES	4/29/13
	IVY	WILKERSON	P-12/ART	5/2/13

Proposal Date: 4/3/2013

**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:

- 1.1 Course prefix and number: CD 590
- 1.2 Course title: Clinical Internship
- 1.3 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 April 3, 2013

CHHS Graduate Curriculum Committee April 22, 2013

Professional Education Council _____

Graduate Council _____

University Senate _____

Proposal Date: 4/3/13

**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 2-3 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 _____

Graduate Council _____

University Senate _____

Proposal Date: April 3, 2013

**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

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 4/3/2013

CHHS Graduate Curriculum Committee April 22, 2013

Professional Education Council _____

Graduate Council _____

University Senate _____

Proposal Date: April 1, 2013

**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, 13 contact hours
- 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
- 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 4/3/2013

CHHS Graduate Curriculum Committee April 22, 2013

Professional Education Council _____

Graduate Council _____

University Senate _____

Proposal Date: April 3, 2013

**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

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 _____

Graduate Council _____

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:

- **Change program title to Communication Sciences and Disorders**
- **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 Communication Modalities) must be taken as an elective if not had an undergraduate equivalent.	12
Total	49	Total	60

- 4. Rationale for the proposed program change:** The Department of Communication Disorders recently had a name change to Communication Sciences and Disorder approved by the WKU Board of Regents. To maintain consistency, the department also wishes to change the program name to Communication Sciences and Disorders. 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.
- Accreditation 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.
- 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 clinic meetings.
- Students will have the option to seek admission to the Professional Education Unit to be eligible for teacher certification upon graduation.
- 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 _____

Graduate Council _____

University Senate _____