


FEB 4 2003

TRANSMITTAL

**DATE:** January 31, 2003

**TO:** Cindy Todd  
Senate Council

**FROM:** Lissa Holland   
Graduate Council

The Graduate Council met on January 16, 2003, and approved the following:

COLLEGE OF HEALTH SCIENCES

*Communication Disorders*

**Masters Degree Program in Communication Disorders**

The Division of Communication Disorders at the University of Kentucky offers a two-year master's degree program in speech-language pathology. Students who complete the program will typically meet the academic and clinical training requirements for the American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence in Speech-Language Pathology and for licensure in Kentucky and in most states with licensure requirements. Students seeking to fulfill ASHA certification requirements and those desiring certification for school employment should consult the Director of Graduate Studies.

TRANSMITTAL

**DATE:** January 31, 2003

**TO:** Cindy Todd  
Senate Council

**FROM:** Lissa Holland  
Graduate Council

The Graduate Council met on January 16, 2003, and approved the following:

COLLEGE OF HEALTH SCIENCES

*Communication Disorders*

**COURSES TO BE DROPPED**

**CD 511 Speech-Language Development and Disorders for the Severely Handicapped (3)**

**CD 512 Speech-Language Development and Disorders for the Mildly Handicapped (3)**

**CD 515 Language Assessment and Remediation (3)**

**CD 585 Speech Science (3)**

**CD 588 Disorders of Articulation (3)**

**CD 656 Clinical Practicum in Diagnostic Procedures for Speech-Language Pathology (1)**

**CD 658 Clinical Practicum in Audiology (1)**

**CD 672 Aphasia and Related Neurogenic Disorders of Language (3)**

**CD 673 Neurogenic Disorders of Speech (3)**

**NEW COURSES**

**CD 520 Introduction to Manual Communication (2)**

An introduction to manual communication systems, including American Sign Language and other commonly-used manual sign systems. Includes study of the characteristics and use of existing manual communication systems. Students will learn to code and decode sentences using a combination of signs and fingerspelling.

### **CD 571 Neural Bases of Speech, Language, and Hearing (3)**

Detailed investigation of the neuroanatomy and neurophysiology of speech, language, and hearing from a communication sciences perspective. Emphasis on anatomy and physiology of the central nervous system, neurodevelopment, and normal neural substrates involved in speech, language, and hearing.

### **CD 621 Alternative and Augmentative Communication (3)**

A detailed investigation of the use of augmentative and alternative communication systems with individuals with moderate to severe communication disorders. Participants will examine the full range of augmentative/alternative communication systems and the related assessment and intervention considerations.

### **CD 648 Language Disorders in School-Age Populations (3)**

A detailed investigation of language disorders and language intervention in school-age populations. Includes an in-depth discussion of prevention strategies, service delivery models, related cultural diversity issues, and assessment and intervention principles and strategies.

### **CD 654 Clinical Orientation in Communication Disorders (3)**

A lecture-laboratory experience designed to orient the student to the professional activities in speech-language pathology.

### **CD 661 Phonological Development and Disorders (3)**

A comprehensive course in phonological theory, assessment, and treatment. Advanced principles of diagnosis and remediation for patients across the age span and from culturally and linguistically diverse backgrounds.

### **CD 677 Neurogenic Communication Disorders I (3)**

Analysis, identification and management of acquired neurogenic disorders of language and cognition. Primary emphasis is given to aphasia, dementia, and right hemisphere dysfunction.

### **CD 678 Neurogenic Communication Disorders II (3)**

Analysis, identification and management of neurogenic disorders of speech. Emphasis will be placed on clinical management of dysarthria, apraxia, and communication disorders following traumatic brain injury.

### **CD 748 Master's Thesis Research (0)**

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters.

**CD 768 Residence Credit for the Master's Degree (1-6)**

Residence credit for the master's degree.

**COURSE CHANGES**

**CD 514 Language Development Through the Lifespan (3)**

An introduction to the normal development of language in individuals from birth to advanced age. Topics include theories of language acquisition; prelinguistic development; development in each of the language domains (phonology, semantics, morphology and syntax, and pragmatics); the relationships between oral language, written language, and academic progress; and cultural differences.

*(Changed to CD 410)*

**CD 587 Audiology (3)**

Introduction to symptomatology and etiologies of hearing impairment and principles of hearing assessment. Topics include: peripheral hearing impairment; central and nonorganic hearing impairment; screening for hearing impairment; hearing conservation; pure tone air and bone conduction threshold testing; basic speech audiometry; masking; audiometric calibration; and acoustic immittance screening.

*(Changed to CD 420)*

**CD 591 Aural Rehabilitation (3)**

Management strategies for people with hearing loss. Topics include: variables affecting hearing handicap; characteristics, selection, counseling, and orientation in regard to amplification systems; acoustic, perceptual and visual aspects of speech; assessment and management of problems resulting from hearing loss across the lifespan.

*(Changed to CD 691)*

**CD 647 Language Disorders in Developmentally Young Individuals (3)**

A detailed investigation of language disorders and language intervention in developmentally young populations. Includes an in-depth discussion of prevention strategies, service delivery models, assessment tools and paradigms, and intervention strategies. Provides practice in self-directed inquiry.

**CD 657 Clinical Practicum in Speech-Language Pathology (3)**

Experience with children and adults in the assessment and management of communication and swallowing disorders. May be repeated to a maximum of 12 credits.

**CD 659 Clinical Rotation in Speech-Language Pathology (3-6)**

Supervised clinical experience in the evaluation and management of children and adults. Up to 40 laboratory hours per week (at site all day). May be repeated up to 36 hours. Prerequisite CODI majors only. Must successfully complete 6 hours of Clinical Practicum (graduate level) and consent of instructor.

**CD 670 Voice Disorders (3)**

Assessment and management of adults and children with disorders of voice and resonance. Includes laryngectomy.

**CD 701 Research Methods in Communication Disorders (3)**

Principles and methods for designing research in communication sciences and disorders. Topics include: introduction to the scientific method, research designs, measurement techniques, formulating research questions, writing and evaluating research reports, and ethics of research.



UNIVERSITY OF KENTUCKY

RECEIVED  
NOV - 8 2002

P 00012

**Office of the Chancellor**  
*Albert B. Chandler Medical Center*  
*A301 Kentucky Clinic*  
*Lexington, KY 40536-0284*  
*(859) 323-5126*  
*Fax: (859) 323-1918*  
*www.uky.edu*

October 31, 2002

Douglass S. Kalika, Ph.D., Chair  
Graduate Council  
359 Patterson Office Tower  
CAMPUS 0027

NOV 6 2002

Dear Dr. Kalika:

At its meeting on October 22, 2002, the Academic Council for the Medical Center approved, and recommends approval by the Graduate Council, for the proposal from the College of Health Sciences to change the Graduate Program in Communication Disorders.

Thank you for your attention to this request.

Sincerely,

Phyllis P. Nash, Ed.D.  
Associate Vice President for Academic and Student Affairs

PPN:co

i:\aadata\council\letters\grad.doc

attachments

c: Thomas C. Robinson, Ph.D.  
Sharon R. Stewart, Ed.D.  
Jacque Hager  
Cindy Todd

ORIGINAL



UNIVERSITY OF KENTUCKY

**Division of Communication Disorders**

1030 S. Broadway, Suite 5  
Lexington, KY 40504-2605

Phone: (859) 257-7918

Fax: (859) 257-1017

ASHA Accredited in  
Speech-Language Pathology  
[www.uky.edu](http://www.uky.edu)

MEMORANDUM

TO: Deans, Department Chairs, and  
Members of the University Senate

FROM: Sharon R. Stewart, Ed.D. *SRS*  
Acting Associate Dean, College of Health Sciences

TOPIC: Proposed for Changes in the Undergraduate and Graduate Programs of the Division of  
Communication Disorders

DATE: September 27, 2002

The College of Health Sciences Academic Affairs Committee recommends approval of the proposed changes in the undergraduate and graduate programs in the Division of Communication Disorders (CD).

**General Background:** The Division of Communication Disorders has not revised its curriculum for almost 10 years. During the past decade, the scope of practice and best practices in communication disorders have changed substantially. In addition, new accreditation standards for speech-language pathology have been adopted and the state legislature has created the position of speech-language pathology assistant for the public schools. The proposed curriculum revisions are being made in response to these important changes.

**Rationale for Changes:**

**Undergraduate Program.** The revisions in undergraduate program are proposed to ensure that the CD program addresses the Kentucky New Teacher Standards and complies with the Kentucky Department of Education curricular requirements for the education of speech-language pathology assistants to include clinical experience at the undergraduate level. The present curriculum does not have a clinical component in the undergraduate program. In addition, the changes reflect an attempt to design the curriculum to emphasize normal processes at the undergraduate level and assessment and intervention for speech, language, and hearing disorders at the graduate level.

The proposed curriculum revision represents a reduction in required credit hours from 51 hours to 45 hours. Although some courses remain intact, other courses have been modified or dropped, and new courses are proposed. Coursework has been sequenced to ensure that students have a strong background in the normal processes before being introduced to introductory material in intervention and some clinical experience. A comparison of the current and proposed undergraduate curriculum is presented below.

**Graduate Program.** The revisions in the graduate program are intended to ensure that the CD program meets required New Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology by 2005. The proposed revisions will also meet requirements for instruction in the Kentucky New Teacher Standards. In addition, the changes reflect an attempt to design a program that emphasizes normal processes at the undergraduate level and assessment and intervention for disorders at the graduate level. The graduate coursework provides for the addition of an elective course and a thesis option, and it is designed to better integrate the master's coursework with the new Rehabilitation Sciences Ph.D. curriculum so that students may have the opportunity to select an elective from the doctoral courses.

The present and proposed graduate programs are 30 credit hour master's degrees. Students who wish to meet certification requirements must complete additional requirements. The new and revised courses in the proposed program reflect an expanded scope of practice. A detailed comparison of the present program and the proposed program is presented below.

The graduate curriculum proposal also includes a minor change for CD 761. This change corrects a typographical error in the original proposal. The first 2 numbers were transposed to read as CD 671, but the course serves as one of the 700 level courses in the pediatric track for the doctoral program in rehabilitation sciences.

Because of the complementary and coordinated nature of the undergraduate and graduate programs, the proposed changes are being submitted concurrently. The CD Division proposes to implement the undergraduate and graduate curriculum changes beginning in the summer, 2003 term.

**Resources Available for Delivery of the Proposed Curricula:**

The proposed curriculum at the undergraduate level decreases the number of credit hours from 51 to 45. The current faculty members have covered the 51 credit hour curriculum for many years and will be able to deliver the 45 hour curriculum as well.

The proposed curriculum at the graduate level increases the number of didactic courses from 8 to 11, but 5 of the courses will be taught in alternating years. For example, CD 670 (Voice Disorders) and CD 674 (Disorders of Fluency) will be taught in alternating spring semesters. This has the effect of keeping the graduate didactic course load at 8-9 courses (alternating years). With the decrease of one 3 credit hour course in the undergraduate curriculum, and the addition of only 1 course in alternating years in the graduate curriculum, the current faculty members will be sufficient to deliver the course offerings.

It is important to note that the offering of required didactic courses in alternating years at the graduate level will not create a hardship for students attempting to complete the program. Students in the CD Graduate Program are full-time students who complete 6 semesters (summer-fall-spring for 2 years) in the Graduate Program in order to meet their academic and clinical requirements. Since they are full-time students in the Program for 2 full years, this permits them to complete courses offered in alternating years.

**Impact on students currently enrolled in the Program**

Anytime a curriculum is significantly changed the faculty members are obligated to consider the impact upon students enrolled in the current curriculum. Assuming a summer 2003 implementation date, the faculty met to decide upon a strategy for assuring the quality of education for students currently enrolled:

There should be no impact on Juniors as they enter the curriculum as 1<sup>st</sup> year pre-professional students (or as new students in the Program).

- There should be no impact on 1<sup>st</sup> year Graduate Students as they enter the curriculum as new students in the Graduate Program.

There should be no impact on 2<sup>nd</sup> year Graduate Students since they are in full-time off campus clinical rotations and are not engaged in didactic coursework.

The curriculum change will have an impact upon Seniors (or 2<sup>nd</sup> year pre-professional students).

- Please see the following Table for the faculty plan for students in the implementation year: