

CURRICULUM COMMITTEE MINUTES
JUNE 26, 2008

Attended: S. Victor, R. Williams, F. DiCarlo, L. Friedel, B. Zucker, L. Miller, B. Roberts, M. Lowe

1. Reviewed discussion of faculty who met to discuss the course content in dysphagia, motor speech disorders, and phonological disorders.
2. Reviewed interview questions to be given to those interested in adjunct teaching. The issue of credentialing adjunct faculty was raised. Additional questions were suggested and Fred will add them to the questionnaire.
3. Distributed minutes from faculty peer review committee. Questions that were raised were: who will determine who will observe who, could a committee review a video instead of one person observing a live session. Crystal will present this information during the faculty meeting.
4. Discussed the possibility of additional elective courses. Reviewed the survey which 158 students completed and determined which were possible courses to offer.
 - a. Discussed Cognitive Communication Disorders- the course content should address both pediatric and adult. Beth and Shelley will revise and develop the course to be ready for winter 09.
 - b. AAC and assessment: This will be a 3-credit elective developed by Mary Ann and Carole to be offered summer 09.
 - c. A 3-credit special topics course will be offered summer 09. The three topics for the course will be CAPD, Genetic Syndromes, and Literacy.
 - i. Lanee will be responsible for CAPD.
 - ii. Genetics could be developed by Wren, Helene, or Tambi.
 - iii. Literacy could be developed by Carole, Leslie or Lisa Ard. Syllabi from AAC, 6011, 6012 and Phonological Disorders should be reviewed so that the literacy area does not overlap the content from those courses.
 - d. Mary Ann will give Lanee a list of those students who have taken a one-credit AAC module and need to take two additional modules.
 - e. Wren will consider: how three people could get paid overload for the one course number; how to list three people in Banner who would be responsible for entering student grades; how three people can have access to webct development for one course
 - f. Other issues to consider: what would happen if a student receives a C in one of the topic areas.
5. Fred discussed the master's simulation. The simulation will not be added to the Research Methods course but will be a stand alone lab. Fred and Leslie would be interested in teaching this and Fred will share this with Dr. Maher.
6. Multicultural course: Rachel discussed the ASHA multicultural conference she attended. Two issues arose: the extent to which faculty infuse multicultural content in their courses and the need for a 3- credit multicultural course.

- a. Rachel will send the faculty a survey which they will complete and include the multicultural content, assignments, and books or journal articles used in their course.
 - b. Rachel thinks the course would be more cohesive if one person taught the multicultural and counseling. This will be discussed with Dr. Newman. In addition, the text that is used is not a counseling text in the area of communication disorders so some students are having difficulty making the transition from theory to practice.
 - c. Because students need to use counseling skills once they are in clinic, the course could be moved earlier in the program.
7. Student writing- subcommittee will be formed to discuss issues related to student writing. Lanee, Leslie, Beth, MaryAnn, and Shelley will serve on this subcommittee.
8. Student's knowledge of diagnostic tests: subcommittee will be formed to discuss issues related to student's knowledge of diagnostic tests to include Barbara, Leslie, Wren, Melissa, and Cathy Reicher
9. The clinic education committee will report back to the curriculum committee about the content for the clinic lab classes.