

**AGENDA**  
Executive Committee Meeting  
CSUSM Academic Senate  
Wednesday ~ April 16, 2014 ~ Kellogg 5207 ~ 12-2 pm

- I. Approval of agenda
- II. Approval of minutes of 4/9/2014 meeting
- III. Chair's report, [Vivienne Bennett](#)
- IV. Provost's report, Graham Oberem
- VI. Discussion items
  - A. NEAC Revision of Standing Rules, Removing item from consent Calendar *attached*
  - B. APC Policy on Centers and Institutes, revised *attached*
  - C. BLP/UCC MS in Speech Language Pathology *3 attachments*
  - D. PAC/NEAC Adding ID and at-large seat to PAC
  - E. LATAC Resolution on Open Access *attached*
  - F. FAC Applicability of Department RTP Standards
  - G. Officers Revise APC's charge to make Grad Studies explicit, add member representing Grad Council
  - H. CFA Resolution, Equity 3 salary increases
  - I. EC Principles for state support vs. self-support in program development
  - J. Chair Senate chair & vice chair terms
- VII. Information items
  - A. Senate Chair's reply to letter from CHABSS faculty requesting information about MILS courses and ROTC on campus. *attached*
- VIII. EC members' concerns & announcements

Next EC meeting Wednesday April 23, 2014 11:30-1:00 in Commons 206



- 1 6. A second reading item is an action item. Action items are usually scheduled before  
2 discussion items in the agenda.  
3
- 4 7. All action items will be accompanied by a motion. Second readings will be accompanied  
5 by a motion to approve the proposed policy, procedure, or program, or to endorse the  
6 document in question. A proposed revision to a policy, procedure, or program will be  
7 accompanied by a motion to replace the existing policy, procedure, or program. In the case  
8 of documents drafted by Senate committees, the Senate may amend the document during  
9 the second reading only via a subsidiary motion; the main motion then applies to the  
10 document as amended.  
11
- 12 8. If an action item comes recommended by a standing committee, the associated motion does  
13 not need to be moved and seconded in the Senate. In this case the chair will announce the  
14 recommendation, and the chair of the recommending committee or designee will initiate  
15 debate by speaking in favor of a motion. If an action item does not come recommended by  
16 a standing committee the associated motion must be moved and seconded before debate  
17 may commence. The mover will start debate by speaking in favor of the motion.  
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- 19 9. Whenever a vote is taken during an Academic Senate meeting, eligible voters present will  
20 choose between voting 'Yes,' 'No,' 'Abstain,' and not voting at all. Voting may be done by  
21 voice, show of hands, an electronic method (such as clickers), or a secret ballot (with paper  
22 ballots or electronic ballots). To determine the vote's outcome, the YES votes will be  
23 compared to the NO votes; the one with most votes wins.  
24
- 25 10. When voting is done by voice or by an uncounted show of hands, the result shall be  
26 recorded as "The motion (the vote) passed" or "The motion (the vote) did not pass."  
27
- 28 11. When the number of votes is tallied (counting the show of hands, ballots, or electronic  
29 votes), then the results shall be recorded showing the total number of YES votes, the total  
30 number of NO votes, and the total number of ABSTENTION votes. In this case, the  
31 number of abstention votes is recorded for informational purposes only. Only YES votes  
32 and NO votes determine the outcome of the voting.  
33

#### 34 **EXECUTIVE COMMITTEE**

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- 36
- 37 12. The Executive Committee will meet on Wednesdays at 12:00 p.m.  
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- 39 13. Agendas and approved minutes of the Executive Committee meetings shall be made  
40 available on the Senate website.  
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I. CENTERS AND INSTITUTES AT CSU SAN MARCOS

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According to CSU Executive Order No. 751 (July 5, 2000), "Centers, institutes and similar organizations are entities affiliated with California State University campuses to offer non-credit instruction, information, or other services beyond the campus community, to public or private agencies or individuals." Such entities may exist under a number of names such as "institute," "center," "office," "research group," "council," "bureau," "field station," "consortium," "archives," or "museum." These entities (herein collectively referred to as "centers and institutes") facilitate the conduct and dissemination of research, perform educational public service, or provide special training. This document does not apply to central administrative or service units such as the Writing Center, or the Faculty Center, which serve campus-wide academic programs, time-limited externally funded activities, or CSU Initiatives and which also use the term "Institute" or "Center."

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Centers and institutes report administratively to the President (or the President's designee) as the appropriate administrator for centers and institutes. The appropriate administrator will oversee, publicize, and promote their activities, and will work collaboratively with the centers and institutes to set appropriate goals for success and sustainability. The appropriate administrator will coordinate the periodic evaluation of centers and institutes.

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The principal reason for establishing a center or institute is to bring into focus the communication, learning, research, or other efforts of faculty, students, and staff interested in an area of study or service not normally offered by a single academic department or program. A center or institute can enhance service and professional development opportunities for students, faculty, and staff; build links with government, industry, and community organizations; foster interdisciplinary work; aid in obtaining external support; and complement the instructional program.

Affiliation of centers and institutes with the University connotes performance of the activity in the name of and with the endorsement of the University. University centers and institutes promote internal and external recognition of the University's activities, and provide opportunities for students, staff, and faculty to extend the mission of the University.

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In general, institutes tend to be larger and more complex organizations than centers, which in turn tend to have more focused missions than institutes. Centers may, for example, be housed administratively under institutes.

A campus entity proposed as an "institute" or a "center" should be reviewed for its applicability to this policy. The administrative lead of such an entity should submit documentation outlining its functions to the appropriate administrator. The appropriate administrator, in consultation with the Provost, will review the documentation and make a recommendation to the President. The President will make the decision regarding the entity's applicability to this policy.

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II. PROCEDURES FOR OFFICIAL RECOGNITION OF A CENTER OR INSTITUTE

56 Recognition as a center or institute defines administrative, fiscal, and legal responsibilities of both the  
57 University and the organization, thus reducing personal, financial, and legal risks for the associated  
58 faculty and for the University. The following course of events is expected for a center or institute to  
59 obtain official recognition.

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60 appropriate administrator to:

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- 61 1. outline the scope of the center or institute;
- 62 2. describe its relationship to the mission of the institution;
- 63 3. show how the center or institute better serves the outlined needs than an existing departmental,  
64 school, or university organization; and
- 65 4. explore the proposed financial and other support obligations of the University to the center or  
66 institute.

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67 These discussions are designed to lead to the development of a written working proposal, or prospectus,  
68 and may involve other members of the university community.

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69 B. Formal proposal development. Once the affiliated areas of the university have given conceptual  
70 approval for the project to proceed to the proposal stage, the initiators will prepare a formal proposal.  
71 The formal proposal will consider and answer, among other questions, the following:

- 72 1. Rationale
  - 73 a. Why is the new center or institute needed?
  - 74 b. Why is the present organizational structure not able to accommodate these needs?
- 75 2. Mission
  - 76 a. What activities will the center or institute promote?
  - 77 b. How does the center's/institute's mission support the mission of the university?
- 78 3. Structure and personnel
  - 79 a. What is the proposed organizational structure of the center or institute?
  - 80 b. What will be the responsibilities of the center or institute director? Who will be the  
81 founding director?
  - 82 c. Who are the unit's founding members and how does their expertise relate to its purpose?
  - 83 d. What are the rights, responsibilities, and benefits of membership in the center or  
84 institute?
  - 85 e. Will the center or institute have an advisory board? For what purpose? How will  
86 members be selected?
- 87 4. Relationship of the center or institute to other university entities
  - 88 a. Which programs, administrative units, colleges or library, other centers or institutes will  
89 be involved in the proposed new center or institute?
  - 90 b. What effect will the center or institute have on the faculty's department(s) academically,  
91 operationally, and financially?
  - 92 c. What is its relationship to teaching, coursework, and the instructional program of the  
93 proposer's home department(s), if applicable?
- 94 5. Operating expenses, facilities, and equipment

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- 115 a. What support for the center or institute will be derived from non-university sources?  
 116 b. What operating support from the University is required for this center or institute to be  
 117 functional on an ongoing basis?  
 118 c. What space and facilities will be needed?  
 119 d. What other equipment will be needed?  
 120 e. What computer and telecommunications equipment will be needed?  
 121 f. Describe What library collections and/or services will be needed?  
 122 6. Financial support  
 123 a. How will the center or institute be financed for the first three years and for at least five  
 124 years thereafter? Specifically address the anticipated personnel, operating, space,  
 125 equipment, and other costs and how they will be supported.  
 126 b. What will happen if outside sources of funding are no longer available after the center  
 127 or institute is formed?  
 128 7. Evaluation  
 129 a. All centers and institutes will undergo periodic evaluation. What are the critical  
 130 elements that will go into an assessment of the center or institute's degree of success?

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131 C. Proposal submission. The initiators send the formal proposal to the appropriate administrator, who  
 132 will make a recommendation regarding establishment of the center or institute. The appropriate  
 133 administrator's recommendation will include:

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134 • comments on the technical merits of the proposal (i.e., responses in the formal proposal to the  
 135 above questions);

136 • a summary of comments received from consulting faculty, staff, and administrators (including  
 137 UARSC);

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138 • identification of the University's and UARSC's obligations and responsibilities regarding  
 139 institutional support for the center or institute;

140 • a determination concerning the proposed unit's financial viability, including the identification of  
 141 any university resources essential to its operation;

142 • a finding that all proposed center operations are in conformity with applicable laws and  
 143 regulations and with the California State University and campus risk management policies.

144 Within four weeks of receipt of the formal proposal the appropriate administrator will send the proposal,  
 145 accompanied by her/his recommendation, to the Provost and the chair of the Academic Senate. The

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146 senate chair, in turn, will consult with appropriate senate standing committees and either (a) forward  
 147 the package to the Provost (accompanied by a senate recommendation); or (b) return the proposal

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148 (accompanied by questions, commentary, and/or suggestions) to the proposers/appropriate  
 149 administrator for further development, with a copy of the senate's response to the Provost. The senate

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150 chair has six weeks in which to formulate and forward the senate's recommendation to the Provost. If  
 151 either the appropriate administrator or the senate chair has not completed her/his recommendation

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152 within the allotted time, the recommendation will be automatically sent forward to the next step of  
 153 review.

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183 If the Provost approves the proposal and the center/institute is to be established in Academic Affairs,  
 184 he/she will forward the complete package to the President for action, with a copy to the appropriate  
 185 administrator, along with a letter of intent identifying the University's obligations and responsibilities to  
 186 the center or institute, and a draft charter outlining the center's/institute's functions and operations. If  
 187 the proposed center/institute will be outside of Academic Affairs, the Provost will notify the appropriate  
 188 administrator of his/her approval and the appropriate administrator will then forward the complete  
 189 package to the President, as described above. The Provost will strive to complete her/his determination  
 190 within four weeks. The final decision regarding establishment of a center or institute resides with the  
 191 President of the university.

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192 **Normally a A** center or institute will be granted a written charter that governs its operations for up to six  
 193 years, renewable upon approval of the President, (see evaluation procedures).

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194 III. ADMINISTRATION AND ANNUAL REPORT

195 1. President, appoints the center or institute director, after consultation with the search  
 196 committee and/or the advisory board (if any), and the appropriate administrator. The director  
 197 will:  
 198 a. be responsible for establishing a vision and goals which support the mission of the  
 199 center and the University;  
 200 b. be responsible for financial management of the center or institute, ensuring fiscal  
 201 solvency;  
 202 c. assure that the center or institute operates in accordance with all current university  
 203 policies;  
 204 d. obtain appropriate approval for noncredit course offerings, if any;  
 205 e. provide consultation with the advisory board (if one exists);  
 206 f. prepare the annual report for presentation to the appropriate administrator;  
 207 g. prepare the self-study for the center or institute's periodic evaluation;  
 208 h. be reviewed in accordance with the terms set forth in the charter of the center or  
 209 institute.

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210 2. Centers and institutes may have advisory boards, as appropriate.  
 211 3. Administration of finances of the center or institute, except for that portion from the State  
 212 budget, will normally be handled by UARSC.

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213 a. When the center or institute receives indirect funds (F&A) from grants for which the  
 214 center or institute receives resources from a department, the director will negotiate  
 215 appropriate F&A reimbursement for the departmental resources.  
 216 4. The director shall prepare, sign, date, and submit an annual report by May 15 of each academic  
 217 year to the appropriate administrator. The report shall include a summary of:  
 218 a. rojects accomplished during the year, including a listing of the faculty, staff, and  
 219 students involved in each and their respective responsibilities;  
 220 b. a balance sheet showing the financial status of the center or institute, including  
 221 information on revenues and expenditures;  
 222 c. proposals for external funding submitted during the year;

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298 d. names, titles, and organizational affiliations of persons serving on the advisory board;

299 e. major challenge or issue;

300 f. assessment activities; and

301 g. proposed goals for the following academic year.

302 h. The appropriate administrator will meet with the director to review the annual report

303 5. All operations will follow all current policies of the university, including the following:

304 a. The UARSC shall act as depository and fiscal agent for the center or institute for non-

305 state funds and provide appropriate accounting and related services, except for the

306 following: all non-degree credit and non-credit certificate programs and all courses for

307 continuing education credit will be offered through Extended Learning and funds will be

308 deposited in the "CERF" account.

309 b. All awarded grants and contracts related to a center or institute must follow established

310 campus procedures, including appropriate approvals at the proposal stage. All grant and

311 contract funds received by a center or institute from external sources must be

312 processed through UARSC.

313 6. A center or institute may offer non-credit courses only upon approval by the appropriate

314 academic unit(s).

315 7. Members of a center or institute do not have academic titles unless they have them by virtue of

316 an appointment in a college/library unit.

317 IV. PROCEDURES FOR PERIODIC EVALUATION OF A CENTER OR INSTITUTE

318 The formal evaluation of each center or institute will begin in the fifth year from the date of its charter

319 or charter renewal and conclude at least four months before the expiration of the center's charter.

320 The review committee shall be constituted as follows:

- 321 • The appropriate administrator (who convenes the committee);
- 322 • Two faculty members with relevant expertise appointed by the Academic Senate;
- 323 • One member appointed by the dean of each college/library involved in the center or institute;
- 324 • One member appointed by UARSC;
- 325 • One or more community members, when appropriate, to be named by the President or
- 326 President's designee;
- 327 • An external reviewer from the academic community chosen in accordance with the Academic
- 328 Senate policy on academic program review, when appropriate.

329 Current members of the center or institute may not serve on the review committee.

330 The director shall prepare, sign, date, and submit to the appropriate administrator a self-study covering

331 the center or institute's mission and history, resources, staff, research, scholarly and creative activities,

332 and administration. The review committee will examine the self-study and annual reports for the period

333 under review and conduct interviews with the director of the center or institute. The review committee

334 may also interview the advisory board, affiliated faculty, and/or other individuals associated with the

335 center or institute. The review committee will tour the physical facilities of the center or institute.

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365 The review committee's evaluation shall examine and report findings on the academic, financial, legal,  
366 and administrative viability of the center or institute. Particular attention shall be paid to how well the  
367 center or institute is fulfilling its charter. The review shall also examine the University's performance in  
368 terms of facilitating the ongoing operation of the center or institute.

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369 The review committee's report of the findings, conclusions, and recommendations shall be discussed  
370 with the director. The committee's final report will be signed and dated by the committee chair and  
371 submitted to the Provost. The recommendations will also be reported to the Academic Senate. Upon  
372 consideration of the results of the review materials, the Provost shall make recommendations for action  
373 to the President. Recommended actions may include charter renewal (including continuation,  
374 reorganization, or changes in scope and focus), discontinuance of the center or institute, or other  
375 appropriate actions, such as reorganization. A final decision on the recommendation is determined by  
376 the President.

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377 Unless a center or institute's charter is formally renewed by the President following the evaluation  
378 process outlined above, the center or institute will cease to exist no later than June 30 of the sixth year  
379 following its establishment or most recent renewal. Upon termination, its resources will revert to the  
380 Provost for appropriate disposition. Donors' wishes shall be taken into account if donated resources are  
381 involved. Notwithstanding a specified termination date, a center or institute may be dissolved at any  
382 time through the evaluation process. In the event that a center's or institute's operation should become  
383 inimical to the interests of the University, the President, after appropriate consultation, may terminate it  
384 at any time.

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#### 385 V. Reporting of Centers and Institutes to the Chancellor's Office

386 The campus will make available to the Office of the Chancellor a list of all CSUSM centers, institutes, and  
387 similar entities that meet the definition of a reportable entity under this policy, including the name and  
388 purpose of each entity. The list is to be updated annually.  
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1 **Report from the University Curriculum Committee (UCC), M.S. in Speech Language Pathology**

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3 In Oct. 2013, UCC received a P-form to create a new Master's of Science degree in Speech Language  
4 Pathology (SLP) along with an associated C-form to create one new course. UCC's review process was  
5 focused on the academic soundness and quality of both the proposed course and the degree as a whole.  
6 Following extensive review and consultation with the proposing faculty (Suzanne Moineau, Associate  
7 Professor, Speech Language Pathology) during Mar. 2014, UCC voted to recommend the P-form and the  
8 associated C-form for Senate approval.

9

10 In Fall 2010 a program option in Communicative Sciences and Disorders (CSD) was created in the  
11 Master's of Arts in Education. The current P form would create a stand-alone Master's of Science in SLP  
12 which would replace the CSD Option in the M.A. in Education. This change is based upon: 1. An  
13 expanded program focus to include SLP practice in non-educational settings (e.g. medical and  
14 corporate), 2. Increasing content specialization of courses previously shared with the M.A. in Education,  
15 and 3. The fact that an M.S. in SLP is the standard in the field, so graduates with an M.A. in Education  
16 may have limited options in clinical placement and employment. Because most associated course-level  
17 changes have been made via C-2 forms submitted over the past three years, there will be no major  
18 changes in the content or delivery of the proposed M.S. in SLP compared to the existing Option in CSD.  
19 Both the CSD Option and the new M.S. in SLP are offered via Extended Learning, using a cohort model.

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21 The 76-unit M.S. program will provide the academic and clinical training components necessary for  
22 graduates to apply for a position as a Clinical Fellow and to meet the requirements for a temporary state  
23 license and a preliminary speech-language pathology credential. There are 52 units of core course  
24 content, four units of professional seminar, and 20 units of clinical practicum during which students  
25 must acquire 400 hours of direct contact across at least three different settings. Upon completion of the  
26 academic coursework and coinciding with the final semester of the program, students must complete a  
27 culminating experience to graduate. They may either complete a thesis, a project or a comprehensive  
28 written examination with an oral defense.

29

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1 **Report from BLP, M.S. in Speech Language Pathology (CEHHS)**

2 The Budget and Long Range Planning Committee (BLP) has reviewed the proposed M.S. in Speech  
3 Language Pathology, giving attention to enrollment prospects and resource implications of the proposed  
4 program. We thank proposer Sue Moineau for her assistance, not to mention her patience, as we  
5 reviewed the program's resource implications.

6

7 This is an unusual proposal, in that CEHHS already offers this program under a different name (M.A. in  
8 Education, Option in Communicative Sciences & Disorders, which has been in place since 2010). This  
9 proposal will move the program from the M.A. in Education to a stand-alone M.S. degree, to be offered  
10 by the recently established Speech-Language Pathology Department in CEHHS's School of Health &  
11 Human Services. The curriculum has been revised already to shift the methodological focus away from  
12 public education and toward a health-sciences focus. The only change pending at this time is to replace  
13 the existing EDUC 698 with SLP 698. This now-redesigned program (technically, an "Elevation" from the  
14 existing M.A. Option designation) was added to CSUSM's University Academic Master Plan (UAMP) in  
15 September, 2013. The P-form anticipates that the "elevated program" will be in place effective Spring,  
16 2015.<sup>1</sup> It will remain a self-support program offered through Extended Learning. The program is  
17 subject to external accreditation and is already a Candidate for Accreditation from the Council on  
18 Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-  
19 Language and Hearing Association.

20

21 **Program Demand:** Each cohort of students (approximately 33 students/year) will progress sequentially  
22 through the 76-unit program, which includes a significant clinical component. EL's draft budget  
23 establishes tuition at \$705/unit for students entering the program in AY 14/15. Thus, students  
24 beginning the program next year can anticipate a total tuition cost of \$53,580 for the 76-unit degree,  
25 plus standard EL student fees (laid out at <http://www.csusm.edu/el/aboutus/fees.html>), including  
26 CSUSM's Academic Excellence & Student Success Fee.<sup>2</sup>

27

28 Currently, 11 other CSU's all offer this degree, as do a few private institutions in Southern California. As  
29 noted in the P-form, the existing programs typically receive at least 4 times more applications than they  
30 can accommodate. Last year, CSUSM's M.A. Option program received 250 applications (for 25 seats).  
31 The P-form cites national data indicating strong career prospects for Speech Language Pathology

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<sup>1</sup> It is hoped that the program elevation will be approved before the beginning of the Spring 2015 semester, which allow students graduating from the revised program in 2015 to graduate with the M.S. degree (per correspondence with Dr. Moineau).

<sup>2</sup> Current stateside CSUSM tuition and fees are available at <http://www.csusm.edu/admissions/financing/>; the Academic Excellence & Student Success Fee for both stateside and EL students will be \$150/semester for AY 2014/15, per E.O. 1086.

32 professionals. Clients for such professionals include children as well as the elderly. Graduates from the  
33 existing M.A. option have found ready employment, and the newly titled SLP degree will carry greater  
34 weight outside the public education sector.

35

36 **Resource Implications:**

37 *Faculty:* The Department of Speech-Language Pathology currently includes 2 tenure-track faculty  
38 members, and the Department is now conducting a search for a third TT faculty member to support this  
39 program as well as the proposed B.S. program.<sup>3</sup> Additionally, several TT faculty members from the  
40 School of Education will continue to contribute relevant classes in their own fields of expertise, for  
41 which EL will reimburse the School of Education. The Speech-Language Pathology Department will  
42 continue to utilize lecturer instruction in the master's-level program, both for some coursework and for  
43 clinical supervision. Speech-Language Pathology's existing master's level program employs three full-  
44 time and one part-time lecturer. Lecturers in EL are paid according to the same pay scale as stateside  
45 lecturer employees, and those teaching at least 6 units at CSUSM (even through a combination of EL and  
46 statewide programs) earn full benefits. While courses taught through EL do not count toward lecturer  
47 "entitlements" to future work in these classes, SLP's lecturers are hired by CEHHS and reimbursed by EL,  
48 so these lecturers do earn entitlements for their work. Finally, assigned time (3 units of assigned time  
49 each semester, plus 3 units each summer) is also built into Extended Learning's budget for the  
50 Department Chair's duties; CEHHS utilizes a formula based on each Department's summer needs to  
51 determine the Chair's summer salary.

52

53 *Staff:* All staff advising and staff assistance for this program are funded by EL. The current master's  
54 program is supported by 1 full-time staff member, who will also support the B.S. program. Staff advising  
55 (including transcript reviews) will continue to be handled by EL staff; EL also provides additional staff for  
56 the Department on an as-needed basis. Faculty advising duties are currently divided among all full-time  
57 faculty members (both tenure-track and lecturers, as required under applicable accreditation  
58 standards), and additional advising is provided by the Clinic Directors (who are also lecturers).

59

60 *Space:* All of the program's classes are currently taught in FCB, and no additional classroom space is  
61 anticipated. CEHHS' Associate Dean has assured BLP that the College has adequate office space at its  
62 disposal to accommodate incoming TT and lecturer faculty members. No campus lab or clinic space is  
63 required; the M.S. program currently rents space at the University Village Apartments (UVA) and other  
64 off-site locations for its clinics. All rental costs are built into EL's draft budget (available on BLP's Moodle  
65 page).

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<sup>3</sup> Correspondence with Dr. Moineau indicates that the Department anticipates hiring for a fourth tenure-track position in AY 2014/15; however, they have been approved for the fourth hire this year if an appropriate candidate presents him/herself during the current search.

66

67 *Library:* The Library's report anticipates \$3000/year in new subscription costs to support both the  
68 proposed B.S. and the existing master's degree. The Library will conduct an assessment after Year 1 to  
69 determine what, if any, additional Library subscription and monograph needs require funding from EL.  
70 The Library report also indicates that two tenure-line Library faculty members have the requisite subject  
71 expertise to support the B.S. and stand-alone M.S. degrees in the near term; however, the report makes  
72 clear that this must be a temporary arrangement. It is imperative that adequate Library resources,  
73 including faculty and staff resources, be accounted for as self-support programs increase demand for  
74 Library services. The Library will need to maintain and analyze records to document additional demands  
75 and reimbursement needs, tasks which themselves place additional burdens on Library faculty, staff,  
76 and administration.

77

78 *IITS:* The current master's-level program makes heavy use of the "flipped classroom" model, and all of  
79 the current instructors are familiar with CamtasiaRelay; additionally, the program utilizes box.com for  
80 housing client records, to which students have only supervised and limited access while enrolled in the  
81 program (per correspondence with IITS and proposer Sue Moineau). While elevating this current M.A.  
82 option to a stand-alone M.S. should not in itself place additional demand on IITS for services, Academic  
83 Affairs must remain vigilant in tracking the development of new programs to ensure that IITS has the  
84 funding necessary to support both a growing online presence and existing and future stateside  
85 programs.

86

87 *Accreditation-Related Costs:* SLP's master's-level program carries substantial accreditation-related costs,  
88 including an annual accreditation and licensure fees. "Professional development" funds in this budget  
89 include required attendance at various accreditation-related meetings and continuing education units  
90 requirements for all full-time faculty, both tenure-track and lecturers). Funding is also set aside to pay  
91 faculty to handle specific accreditation duties that handled over the summer. All such costs are included  
92 in the draft EL budget. As noted above, the program is currently a Candidate for Accreditation from the  
93 Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American  
94 Speech-Language and Hearing Association.

95

PROGRAM P Form Narrative

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1. **Program Type:** Self-Support Elevation of an Option to a Full Degree Program

2. **Program Identification:**

a. California State University San Marcos Campus

b. Proposed Degree Title: Master of Science in Speech-Language Pathology (SLP)

c. Program Approval to the UAMP: Sept 24, 2013

d. Term of implementation: Spring 2015

e. This degree will be offered through the Department of Speech Language Pathology in the School of Health Sciences and Human Services in the College of Education, Health and Human Services.

f. Suzanne Moineau, Ph.D., Chair/Associate Professor and Lori Heisler, Ph.D., Assistant Professor

g-i. N/A

j. CSU code: 12201 and CIP code: 51.0203

25

26 **3. Program Overview and Rationale:**

27

28 a. The proposed degree, a MS in SLP, is a 76 unit, full-time graduate program that will be  
29 run through Extended Learning. This degree is proposed as a program elevation from an  
30 Option within the current Master of Arts in Education to a stand-alone degree as a Master's  
31 of Science in Speech-Language Pathology.

32

33 The Option in Communicative Sciences and Disorders (CSD) Program has been in  
34 operation through Extended Learning since Fall 2010 and has just accepted its fourth cohort  
35 of graduate students to begin in Fall 2013. This proposal to elevate the program from an  
36 Option within the MA in Education to a stand-alone degree within the field of Speech-  
37 Language Pathology/Communicative Sciences and Disorders is motivated by a number of  
38 factors: 1) as our program has expanded from a focus on public-school practice to include  
39 practice in other settings (medical, private, corporate), a degree in Education can be limiting  
40 to our students in their options for clinical placements and employment. Clinical Directors  
41 and employers within the medical community have expressed concern for preparedness to  
42 work within settings outside of education given that our degree title suggests that the  
43 program is education based. Moreover, while faculty can educate our partners within the  
44 local community, a degree in Communicative Disorders or Speech-Language Pathology has  
45 shared meaning in our field without need for qualification; 2) the common courses that we  
46 once shared with the Education MA have been modified and were recently approved by  
47 UCC. Those changes include a significant altering of the content between EDUC 622  
48 Research Methods in Education and EDSL 622 which focuses on evidence based practice  
49 (EBP) and research within the field of communicative sciences and disorders. This course  
50 also includes coverage of EBP & research in the medical field and with adult populations  
51 that is not covered in EDUC version of 622. Additional course proposal changes that were  
52 just implemented were: EDEX 602 to EDSL 602; and EDMX 631 and 632 to EDSL versions  
53 of each). These course proposals and changes reflect further the dissociation between the  
54 degree in Education vs. CSD or SLP; and 3) as we currently have independent  
55 departmental status, we believe it imperative to have a stand-alone degree that accurately



56 reflects the full scope of our field and is widely recognized by our colleagues within the CSU  
57 system and across the nation.

58

59 We have made a number of changes to our existing 75-unit program to align ourselves  
60 better across the scope of content and practice within our field. This degree proposal will  
61 come with very few remaining changes as we have submitted curricular changes the last 3  
62 years in a row, including adding a one-unit course not reflected in our current curriculum to  
63 bring our degree to 76-units. This proposal would thus come with minor curriculum changes,  
64 including: 1) changing all EDSL prefixes to SLP prefixes; and 2) changing EDSL 698:  
65 Culminating Experience to SLP 698: Culminating Experience and Summative Assessment  
66 in Speech Language Pathology. The Library will procure services from ComDis Dome as  
67 part of this proposal, which is a database with all of the prominent journals in our field. The  
68 Library will assess needs and sufficiency of resources after the first year of operation. This  
69 was discussed with the Dean of the Library, Wayne Veres, and the Education Librarian,  
70 Toni Olivas and the Information Literacy Librarian, Yvonne Meulemans.

71

72 This program has been written to meet the requirements of the Council on Academic  
73 Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA), the  
74 California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board  
75 (SLPAB), and the California Commission on Teacher Credentialing (CCTC) to practice the  
76 profession of speech-language pathology. This 76-unit program covers content in nine (9)  
77 standard areas of practice with additional coursework to meet standards in evidence-based  
78 practice (EBP), law, ethics, counseling, professional issues and clinical practice. There are  
79 52 units of core course content, 4 units of professional seminar related to mechanics of  
80 clinical practice and 20 units of clinical practicum during which students must acquire 400  
81 hours of direct contact across at least three (3) different settings. We provide a unique  
82 program in that we offer a completely community-based clinic where students obtain their  
83 direct intervention hours in off-site settings, including: private practice, public schools,  
84 hospitals, rehabilitation settings, day intervention programs, residential homes and skilled  
85 nursing facilities. Upon completion of the academic coursework and coinciding with the final  
86 semester of the program, students must complete a culminating experience to graduate.  
87 They may either complete a thesis, a project or a comprehensive written examination with  
88 an oral defense.

89

90 This program provides the academic and graduate clinical training components necessary  
91 to apply for a position as a Clinical Fellow (CF), and meet the requirements for a temporary  
92 state license and preliminary speech-language pathology (SLP) credential. The temporary  
93 state license is required as a CF to practice in any setting except the public schools. The  
94 preliminary SLP credential enables graduates to practice in the public schools. After  
95 completing the Clinical Fellowship Year (CFY) and passing a national examination,  
96 graduates qualify for the Certificate of Clinical Competence (CCC) issued by ASHA, the  
97 permanent state license issued by SLPAB and the clear credential issued by CCTC. The  
98 current program holds pre-accreditation (i.e. In-Candidacy) status with the CAA of ASHA,  
99 and is approved to train and recommend graduates for the preliminary credential issued by  
100 the CCTC. The SLPAB does not independently accredit programs, but rather requires  
101 applicants to graduate from a CAA/ASHA accredited program.

102

103 Mission: CSUSM's Mission states "The university offers rigorous undergraduate and  
104 graduate programs distinguished by exemplary teaching, innovative curricula, and the  
105 application of new technologies." It further states that it "provides a range of services that  
106 responds to the needs of a student body with diverse backgrounds, expanding student  
107 access to an excellent and affordable education." This proposed MS in SLP is a reflection of  
108 a rigorous academic and clinical curriculum designed with the depth and breadth of content  
109 knowledge and skills to meet the standards of practice for an entry-level clinician. The  
110 courses are designed with innovative teaching to prepare students to practice in a wide  
111 variety of settings. We almost exclusively use a 'flipped classroom' approach to our courses  
112 in that we record chats and post them on Moodle so that time in the classroom can be spent  
113 in developing critical problem solving skills for case management.

114

115 There are 11 CSU campuses that offer graduate degrees in SLP/CSD, including: Chico,  
116 East Bay, Fresno, Fullerton, Long Beach, Los Angeles, Northridge, Sacramento, San Diego,  
117 San Francisco and San Jose. Additionally, Biola, Redlands, UoP, and Loma Linda offer  
118 Master's programs in the field. All programs have over 100 applicants, most for less than  
119 25 seats; however, most programs have anywhere from 200-400 applicants annually, with  
120 San Diego State (our nearest sister school) having over 400 applicants this current year.

121

122 CSUSM's Vision states that "students will select from a growing array of specialized  
123 programs responsive to state and regional needs." Speech-Language Pathology is ranked  
124 among the Top 25 Best Jobs (#14) according to US News and World Report.

125 CSUSM graduated its first cohort of MA students in May 2012 and all had jobs by June 1<sup>st</sup>.  
126 The US Department of Education, in its 24<sup>th</sup> Annual Report to Congress noted that 55% of  
127 preschool children receiving services under IDEA (Individuals with Disabilities Education  
128 Act) have speech and/or language impairments. Moreover, almost 50% of school-based  
129 speech-language pathologists will be eligible for retirement by 2020. On the other end of  
130 the spectrum are practitioners who work with the aging population. Of recorded hospital  
131 stays, 34% are made up of these aging adults. Moreover, 90% of nursing home residents  
132 are aging adults. This is a growing service population for speech-language pathologists  
133 that adds to the increase in demand for our practitioners. The increased incidence of  
134 strokes, and specifically in bilingual populations, adds a greater need for speech-language  
135 pathologists skilled in language assessment/intervention and swallowing disorders. With  
136 these statistics in mind, there is an upcoming severe shortage in trained professionals to  
137 service individuals with communication needs. The vacancy rates are highest in lower  
138 income, inner city and multi-cultural areas, consistent with the demographics of northern  
139 San Diego County. In offering this MS program, CSUSM will be directly addressing the  
140 vision statement by developing highly specialized programs that respond to regional needs.

141

142

143 b. Proposed Catalog Description:

144 Master of Science in Speech-Language Pathology  
145 (76 Units)

146 This Master's level program will prepare candidates for the professional practice of Speech-  
147 Language Pathology. The coursework and practicum experiences that comprise this degree  
148 enable candidates to simultaneously obtain the Master of Science in Speech-Language  
149 Pathology degree, fulfill the academic requirements for the American-Speech Language  
150 Hearing Association's (ASHA) membership and certification (CCC), meet the California  
151 Commission on Teacher Credentialing (CCTC) requirements for obtaining the Speech  
152 Language Pathology Services Credential and apply for state licensure through the California

153 Speech-Language Pathology & Audiology & Hearing Aid Dispenser's Board (SLPAB). To be  
154 admitted to this Master's program, a candidate must show evidence of successful  
155 completion of prerequisite courses in Speech and Language Sciences or Communicative  
156 Disorders. After earning this Master of Science degree, in order to earn their state license,  
157 speech-language pathology credential and national certification, candidates must (a) pass  
158 the National Exam (PRAXIS), and (b) complete the clinical fellowship year (CFY).

159 **The Master's program in speech language pathology at California State University**  
160 **San Marcos is a Candidate for Accreditation by the Council on Academic**  
161 **Accreditation in Audiology and Speech Language Pathology (CAA) of the American**  
162 **Speech-Language and Hearing Association. In-Candidacy is a pre-accreditation**  
163 **status with the CAA, awarded to developing or emerging programs for a maximum**  
164 **period of five years. This program is approved by the CCTC.**

165

166 For further details on state licensure, ASHA membership & certification and CCTC  
167 credentialing, please refer to their webpages:

168 <http://www.slpab.ca.gov/applicants/licensing.shtml>

169 <http://www.asha.org/certification/SLPCertification.htm>

170 <http://www.ctc.ca.gov/credentials/CREDS/speech-lang-path.html>

171 Admission Requirements:

- 172 • Preparation for ASHA certification, which includes one Biological Science (human or  
173 animal), one Physical Science (Physics or Chemistry), one Social Science  
174 (Psychology, Sociology, Anthropology or Public Health), and a Statistics course.  
175 These courses must be outside of the domain of communicative Sciences and  
176 Disorders.
- 177 • Bachelor's Degree, including undergraduate preparatory coursework in basic  
178 science^
- 179 • A minimum undergraduate grade point average of 3.0
- 180 • All applicants, regardless of citizenship, who do not possess a bachelor's degree  
181 from a post-secondary institution where English is the principal language must  
182 satisfy the English language proficiency requirement (see more details below)
- 183 • Two letters of recommendation
- 184 • Proof of Certificate of Clearance
- 185 • Personal Essay

186 Candidates who meet the requirements will be invited for an interview with a panel of  
187 admissions advisors.  
188

189 ^Required Preparatory Undergraduate coursework:

190	BIOL 320	SLP 364/EDUC 364/ID 340
191	SLP 150	SLP 391
192	SLP 201	SLP 471
193	SLP 260	SLP 473
194	SLP 351	EDUC 380/PSYC 330
195	SLP 357/PHYS 357	
196		

197 *a) International Student Admissions Requirements*

198 For all Extended Learning degree programs, international students include those who hold  
199 U.S. visas as students, exchange visitors, or in other nonimmigrant classifications. Students  
200 must submit academic records from international institutions. The original international  
201 transcript must be on file and if they are not written in English, they must be accompanied  
202 by certified English translations. In addition, all international transcripts must be evaluated  
203 by one of the eight approved CSUSM international transcript evaluation agencies. Please  
204 visit this [link](#) to obtain the list of the eight approved CSUSM international transcript  
205 evaluation agencies.

206 *b) Test of English as a Foreign Language (TOEFL) : Please*  
207 *refer to the following link:*

208 <http://www.csusm.edu/global/gradadmiss/gradmreg.html>  
209

210 Upon acceptance students must complete or provide evidence of the following in order to  
211 begin their clinical practicum:

- 212 1. Health Information Privacy & Portability Act (HIPPA) training
  - 213 2. Background screening
  - 214 3. Immunizations & TB
  - 215 4. CPR Training
  - 216 5. Malpractice & Health Insurance
  - 217 6. Health Physical
  - 218 7. Clinical Waiver
- 219

- 220 Program Student Learning Outcomes
- 221 Upon completion of this degree, students will be able to:
- 222 1. Describe the nature of typical and disordered communication and swallowing across the
  - 223 lifespan.
  - 224 2. Integrate theory, research and Evidence-Based Practice principles into prevention,
  - 225 assessment and intervention practices.
  - 226 3. Interact and communicate in ways that reflect respect for diversity, collaboration and
  - 227 ethics.
  - 228 4. Demonstrate summative knowledge and skills necessary for entry-level practice within
  - 229 the field of speech-language pathology through defense of a culminating experience.

231 Core Faculty:

- 232 Devina Acharya, M.A., CCC/SLP
- 233 Erika Daniels, Ed.D.
- 234 Lori Heisler, Ph.D., CCC/SLP
- 235 Deanna Hughes, Ph.D., CCC/SLP
- 236 Kristen Nahrstedt, M.A., CCC/SLP
- 237 Suzanne Moineau, Ph.D., CCC/SLP
- 238 Alice Quiocho, Ed.D.
- 239 Jodi Robledo, Ph.D.
- 240 Alison Scheer-Cohen, Ph.D., CCC/SLP

242 ***Degree Requirements and Courses*** ***Units***

243 Foundation courses:	
244 SLP 602: Bilingual and Bicultural Practice Issues in Speech Language Pathologist	
245	3
246 SLP 631: Law and Ethics for the Speech Language Practitioner	
247	3
248 SLP 632: Augmentative and Alternative Communication	2
249 SLP 622: Research and Evidence-Based Practice in Speech Language Pathology	
250	3
251 SLP 698: Culminating Experience & Summative Assessment in Speech Language	
252 Pathology	3
253 <hr/> <i>Total Units</i>	<hr/> <i>14</i>

254 Practicum/Professional courses:

256	SLP 641: Supervised Clinical Experience	2
257	SLP 642: Supervised Clinical Experience II	8
258	SLP 645: Supervised Clinical Experience: Clinical Internship	10
259	SLP 651: Professional Seminar I	2
260	SLP 652: Professional Seminar II	1
261	SLP 653: Professional Seminar III	1
262	SLP 654: Grand Rounds in Speech Language Pathology	4
263	<i>Total Units</i>	<i>28</i>
264		
265	Core content courses:	
266	SLP 661: Disorders of Articulation and Phonology	3
267	SLP 662: Fluency Disorders	2
268	SLP 663: Voice Disorders	2
269	SLP 664: Motor Speech Disorders	3
270	SLP 665: Speech Language Pathology services for Cleft Palate and Craniofacial Anomalies	
271		1
272	SLP 671: Language Disorders in Infants and Preschool Children	3
273	SLP 672: Language Disorders in School-aged Children and Adolescents	3
274	SLP 673: Language and Cognitive Disorders in Adults	4
275	Or SLP 673a: Language Disorders in Adults (2)	
276	And SLP 673b: Cognitive-Linguistic Disorders in Adults (2)	
277	SLP 681: Aural Rehabilitation	2
278	SLP 691: Neuroscience for the Speech Language Pathology	
279		3
280	SLP 692: Dysphagia	3
281	SLP 693: Seminar in Counseling in Speech Language Pathology	
282		3
283	SLP 694: Seminar in Autism Spectrum Disorders	2
284	<i>Total Units</i>	<i>34</i>
285	Program Total	76
286	*SLP 695	1-3

287

288 \*This is Special Topics option by which the program can offer unique curriculum not  
289 covered in the current program.

290

291 c) *Clinical Hours*

292 d) *All students must complete a minimum of 400 direct clock*  
293 *hours, including 25 observation and 375 direct service hours in a*  
294 *minimum of three different settings. All hours will be obtained under*  
295 *the supervision of a Certified and Licensed Speech-Language*  
296 *Pathologist.*

297 e) *Advancement to Candidacy*

298 The student will advance to candidacy upon successful completion of all  
299 academic coursework. All MS students must complete SLP 698 – Culminating Experience  
300 and Summative Assessment in Speech Language Pathology (3 units) as part of the  
301 culminating experience for Master's study. **The culminating experience may be a thesis,**  
302 **project, or a comprehensive examination. Completion of the thesis or project options is**  
303 **competitive and requires a proposal. All culminating experiences require completion of an**  
304 **oral defense. Continuous enrollment in this course is required until completion of the**  
305 **culminating experience.** In addition, students must take the PRAXIS examination prior to  
306 graduation and must report their scores to the program.

307 f) *Continuation*

308 Graduate students must maintain an overall GPA of 3.0. Any student whose overall GPA  
309 falls below 3.0 will be put on Academic Probation and will be issued a Statement of Concern  
310 with a Plan of Action. If the overall GPA falls below 3.0 for two consecutive semesters the  
311 student will be dropped from the program. A full-time student should be enrolled in the  
312 predetermined course schedule and credit hours each semester for the program.

313

### 314 **Culminating Experience**

315

316 This is completed in the final semester as part of SLP 698. Students complete their  
317 culminating experience which may take the form of a thesis, project or written  
318 comprehensive examination. Students must complete an oral defense of their work.  
319 Students must continuously enroll in this course until completion of the culminating  
320 experience.



321

322

323 **4. Curriculum**

324 a.1. Program Students Learning Outcomes (PSLOs) [Goals for the Program] are to develop  
325 graduates who possess:

326 Upon completion of this degree, students will be able to:

327 1. Describe the nature of typical and disordered communication and swallowing across the  
328 lifespan.

329 2. Integrate theory, research and Evidence-Based Practice principles into prevention,  
330 assessment and intervention practices.

331 3. Interact and communicate in ways that reflect respect for diversity, collaboration and  
332 ethics.

333 4. Demonstrate summative knowledge and skills necessary for entry-level practice within  
334 the field of speech-language pathology through defense of a culminating experience.  
335

336

337 b. Plans for Assessing Goals and PSLO's

338

339 Students will be assessed in each course as indicated in the PSLO table via signature  
340 assignments, grades and overall GPA. In addition, students complete portfolios that include  
341 some of these signature assignments from academic and clinical coursework, disposition  
342 evaluations, an EBP writing assignment and their culminating experience project. The  
343 PSLO's are evaluated by graduation rates, PRAXIS pass rates, surveys of grads and  
344 employers, feedback from supervisors, advisory board feedback, course evaluations and  
345 employment rates.

346

347 c. 76 units are required for the major.

348

349 d. N/A – Not a baccalaureate degree

350

351 e. N/A – no options, concentrations or special emphasis

352

353 f.

354 ***Degree Requirements and Courses***

355 ***Required Master's-Level Courses:***

356 **We are requesting a blanket change to all courses to change the prefix from EDSL to**  
357 **SLP. All course descriptions and other features will remain the same.**

358 **The only course that will have a C-form is SLP 698 as it has changed from EDUC 698.**

359

360 ***Degree Requirements and Courses***

Units  
**Units**

361 Foundation courses:

362 SLP 602: Bilingual and Bicultural Practice Issues in Speech Language Pathologist

363

3

364 SLP 631: Law and Ethics for the Speech Language Practitioner

365

3

366 SLP 632: Augmentative and Alternative Communication

2

367 SLP 622: Research and Evidence-Based Practice in Speech Language Pathology

368

3

369 SLP 698: Culminating Experience and Summative Assessment in Speech Language  
370 Pathology

3

371 *Total Units*

14

372

373 Practicum/Professional courses:

374 SLP 641: Supervised Clinical Experience

2

375 SLP 642: Supervised Clinical Experience II

8

376 SLP 645: Supervised Clinical Experience: Clinical Internship

10

377 SLP 651: Professional Seminar I

2

378 SLP 652: Professional Seminar II

1

379 SLP 653: Professional Seminar III

1

380 SLP 654: Grand Rounds in Speech Language Pathology

4

381

*Total Units*

28

382

383 Core content courses:

384 SLP 661: Disorders of Articulation and Phonology

3

385	SLP 662: Fluency Disorders	2
386	SLP 663: Voice Disorders	2
387	SLP 664: Motor Speech Disorders	3
388	SLP 665: Speech Language Pathology services for Cleft Palate and Craniofacial Anomalies	
389		1
390	SLP 671: Language Disorders in Infants and Preschool Children	3
391	SLP 672: Language Disorders in School-aged Children and Adolescents	3
392	SLP 673: Language and Cognitive Disorders in Adults	4
393	Or SLP 673a: Language Disorders in Adults (2)	
394	And SLP 673b: Cognitive-Linguistic Disorders in Adults (2)	
395	SLP 681: Aural Rehabilitation	2
396	SLP 691: Neuroscience for the Speech Language Pathology	
397		3
398	SLP 692: Dysphagia	3
399	SLP 693: Seminar in Counseling in Speech Language Pathology	
400		3
401	SLP 694: Seminar in Autism Spectrum Disorders	2
402	<i>Total Units</i>	<i>34</i>
403	Program Total	76
404	*SLP 695	1-3

405

406 \*This is Special Topics option by which the program can offer unique curriculum not  
407 covered in the current program.

408

409 g. No electives

410

411 h. No new courses will be needed – our curriculum is approved through an external  
412 accreditation process that governs the content

413

414 i. Our program is designed in a step-wise fashion such that all students go through the  
415 same content at the same time and all courses are offered in the same order.

416

417 j. Our program has been a fully operational program as an Option in the MA in Education.  
418 Our program complies with the requirements for culminating experience as specified in  
419 Section 40510 of Title 5 of the CA Code of Regulations.

420

421 k. Admission criteria is laid out above in item # 3.b. under the catalog description.

422

423 l. Student continuation requirements are specified above in item # 3.b. under the catalog  
424 description.

425

426 m. N/A – undergraduate programs only

427

428 n. N/A – undergraduate program transfer students

429

430 o. N/A – we run a cohort model that requires all students to take the same course and  
431 program sequence

432

433 p. Our program is currently in pre-accreditation status (a.k.a. In-Candidacy). We have gone  
434 through three annual reviews with very limited feedback regarding changes from the  
435 national organization and no feedback for changes from the credentialing agency. We are  
436 prepared to submit our Initial Accreditation Application in August 2014 and do not anticipate  
437 any obstacles in achieving this distinction. Our national organization has a 5-year step-wise  
438 program to ensure programs are successful and have time to remediate if needed. We have  
439 every understanding that we are on target to meet the accreditation requirements and  
440 achieve Initial Accreditation. Our annual report from 2013 was accepted without revision.

441

## 442 5. Need for the Proposed Degree Program

443

444 a. There are 11 other CSUs that offer the Master's in our field: Chico, East Bay, Fresno,  
445 Fullerton, Long Beach, Los Angeles, Northridge, Sacramento, San Diego, San Francisco,  
446 San Jose. As well, there are 3 private universities: Chapman, Loma Linda, Redlands.

447

448 b. All programs must meet accreditation and standards requirements. Our program has a  
449 few unique features in offering counseling, Evidence-Based Practice (EBP), grand rounds,  
450 and law. As well, we have a fully community based clinic that offers students a more  
451 ecologically valid environment to obtain their clinical experiences.

452

453 c. There is no other curriculum on campus that offers related programs or content.

454

455 d. Our program seeks frequent guidance from supervisors, employers and advisory board  
456 members regarding aspects of the program. We obtained this information prior to starting  
457 four years ago and continue to seek feedback as necessary. Limited changes can be made  
458 as our program complies with accreditation standards of multiple bodies.

459

460 e. This program is also in alignment with CSUSM's Vision that states "students will select  
461 from a growing array of specialized programs responsive to state and regional needs."  
462 Speech-Language Pathology is ranked among the Top 100 Best Jobs for 2013 (#28)  
463 according to US News and World Report. As noted above, CSUSM graduated its first two  
464 cohorts of master's students in May 2012 and May 2013 and all had jobs within 30 days.  
465 The US Department of Education, in its 24<sup>th</sup> Annual Report to Congress noted that 55% of  
466 preschool children receiving services under IDEA (Individuals with Disabilities Education  
467 Act) have speech and/or language impairments. Moreover, almost 50% of school-based  
468 speech-language pathologists will be eligible for retirement by 2020. On the other end of  
469 the spectrum are practitioners who work with the aging population. Of recorded hospital  
470 stays, 34% are made up of these aging adults. Moreover, 90% of nursing home residents  
471 are aging adults. This is a growing service population for speech-language pathologists  
472 that adds to the increase in demand for our practitioners. The increased incident of  
473 strokes, and specifically in bilingual populations, adds a greater need for speech-language

474 pathologists skilled in language assessment/intervention and swallowing disorders. With  
475 these statistics in mind, there is an upcoming severe shortage in trained professionals to  
476 service individuals with communication needs. The vacancy rates are highest in lower  
477 income, inner city and multi-cultural areas, consistent with the demographics of northern  
478 San Diego County.

479

480 f. N/A

481

482 **6. Student Demand:**

483 a. As noted above, this program has been running as an option in the MA in Education  
484 since Fall 2010. In our first year of operation, we had just shy of 100 applications. In our  
485 second year, we had just over 100 applications. From 2012 - 2014 we had over 250  
486 applications in each year. There is a significant demand for this program. We began  
487 operations with 25 students and have expanded to accept 34 in each cohort, due to the  
488 growing demand. Reports from sister CSU's at the state-wide Academic Program Council  
489 annual meetings indicate that all programs have over 100 applicants, most for less than 25  
490 seats; however, most programs have anywhere from 200-400 applicants annually, with San  
491 Diego State (our nearest sister school) having over 400 applicants this current year.

492

493

494 b. All eligible students will undergo the same review process to ensure equal access.  
495 Financial aid is available to support students.

496

497 c. N/A – as we do not have Bachelor's level data to report.

498

499 d. Students graduating from this program will be eligible to work as a speech-language  
500 pathology fellow in any setting. Individuals MUST have this degree to work as a speech-  
501 language pathologist.

502

503 e. We anticipate taking cohorts of between 28-34 each AY for the next 5 years. We expect  
504 greater than 90% of our students to graduate as is consistent with the first 3 years of our  
505 operation.

506

507 **7. Resources:**

508 a. An appendix with the faculty, including rank, degree, appointment status, professional  
509 experience and publications is attached to this document. All of these individuals currently  
510 work for the existing program.

511

512 b. We currently operate all of our clinics off-site with the exception of one, and utilize  
513 campus space for academic and clinical courses. Our on-site clinic is an adult outpatient  
514 clinic that operates out of the University Village Apartments but will move to an office space  
515 on Furniture Row in San Marcos in July 2014. This rental is budgeted in our current  
516 operations and fully operational. We have consistently run our classes out of the Foundation  
517 Classroom Building and faculty offices are located in University Hall. We do not currently  
518 anticipate a need for additional space.

519

520 c. Library Report – the library will procure ComDis Dome which has been expensed in the  
521 BS budget.

522

523

524 d. The only technology and equipment needed for this program would be smart classrooms  
525 that are already available on campus and are being utilized currently.

526

527 **8. Additional Resources**

528 a. There will be no additional hires associated with this change as it is a fully operational  
529 program. We are in the process of a TT faculty search this year. It has just been approved  
530 by the Provost to move forward and with this additional faculty member, we believe we will  
531 have sufficient faculty resources to continue administering our program with the quality we  
532 have achieved thus far. We do not anticipate additional faculty resource needs. As well, we  
533 have an administrative support staff person who has been designated for our program.

534

535 b. Additional lecturers and lab space is not required as we are fully operational.

536

537 c. Library Report – the library will procure ComDis Dome which has been expensed in the  
538 BS budget.

539

540 d. We have a full compliment of assessment and intervention materials and no additional  
541 resources are required. We do have an annual budget of \$12,000 for continuing resource  
542 needs.

543

#### 544 **9. Additional Program Requirements**

545

546 N/A: This is not an undergraduate degree program.

547

548 All of our courses are required. We do not have any electives. They are listed in the order  
549 they are offered above, including semester and AY. There are no additional course fees for  
550 specific classes.

551

552







March 19, 2014

The Academic Senate  
California State University San Marcos  
San Marcos, CA 92096

To Members of the Academic Senate,

Pursuant to the California Public Records Act, I am requesting information regarding the Military Science courses that have been taught beginning in 2008 on the California State University San Marcos campus.

A March 2, 2014 information sheet (draft) entitled “FAQs about ROTC and Military Science Courses,” was widely distributed across campus prior to the Open Faculty and Staff Forum on March 4th. That document, prepared by David Barsky and Vivienne Bennett (Senate Chair), and reviewed by U.S. Army Lt. Col. Turner, offers information about the history of Military Science courses and the ROTC on our campus. It describes a current proposal to offer four lower-division Military Science courses (MILS 101, 102, 103, and 104) in the College of Business Administration. In addition, it notes that the “Army has communicated a wish to bring the upper division courses for approval and inclusion in the CSUSM catalog in the next year (MILS 301, 302, 401, and 402).”

The information sheet also states that the “Army ROTC began holding SDSU MILS courses for CSUSM students at the University Village Apartments in Fall 2008.” It further states that in the previous academic year, “ROTC was discussed by the Academic Senate in Spring 2008,” and in the same academic year a “Study Group on ROTC was jointly charged by the Senate and the Provost, and carried out its work in AY 2008-09.”

To our knowledge, during the abovementioned AY 2008-2009 deliberations, neither the Academic Senate nor the ROTC Study Group were informed that MILS courses were already being taught on the CSUSM campus. This is significant for two reasons: 1) the work of the ROTC Study Group and wider campus discussion were based on the understanding that there were no previous or existing Military Science courses offered at CSUSM. Instead, there was intensive consideration about the possible ramifications and effects of starting to offer these courses, and 2) two members of the Study Group (Veterans Coordinator and Associate Vice President for Academic Programs) held professional positions that raise questions about their awareness of the already existing Military Science courses on our campus. However, to our knowledge neither they, nor any person associated with or informed about the already existing Military Science courses, shared information with the Academic Senate, ROTC Study Group, or wider campus community about the existence of these Military Science courses.

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Suddenly learning that Military Science courses have been taught on our campus since Fall 2008 raises a number of serious issues. For the public record and to clarify this situation, we make a formal request that the Academic Senate authorize a search for the following information. We also request that this information be made easily accessible to, and is freely and widely shared with, all members of the campus community at California State University San Marcos. The series of events that have led to offering Military Science courses on our campus without the knowledge of the Academic Senate is significant. Making this information available could have an important effect on deliberations regarding the current proposal to offer and house the Military Science courses in the College of Business Administration:

**Answers are in blue beneath each question. Answers written by Vivienne Bennett, reviewed by David Barsky and Laurie Stowell.**

1. How and when did the **Academic Senate** first learn about the **existence** of Military Science courses at CSUSM? (yellow highlight added by Vivienne)
  - We don't know what you mean with the term 'Academic Senate.' Do you mean the Senate Chair? The Senate Officers? EC? Senators?
  - We also don't know what you mean by the term 'existence.' Do you mean when ROTC was first in the CSUSM catalog explaining how CSUSM students take MILS classes? That was in the early 1990s. Or, by 'existence,' do you mean when the SDSU MILS courses began to be taught at the UVA (University Village Apartments) and later on the CSUSM campus?
  - The Chair and Vice Chair first learned that the SDSU MILS courses are being taught on campus at CSUSM in a meeting with Major Gino Orezza, Army ROTC, on December 12, 2013, by something he said in passing during the meeting. We informed EC about this at the first EC meeting in January 2014 after the winter break. We informed Senators via the FAQ sheet.
  - MILS courses have 'existed at CSUSM' since the early 1990s, and every catalog since at least 1994 has a section on Army, Air Force, and/or Navy ROTC explaining how CSUSM students take ROTC at SDSU, meaning the MILS courses.
2. On what dates were the first Military Science courses taught at CSUSM? When were they first approved? Who approved them?
  - o The SDSU MILS courses were first taught at UVA, and we are not yet sure when that started. None of the people involved in that agreement are around anymore – not the UVA director, the ROTC leaders of that time, nor Provost Cutrer (who may have known about it). It seems this started in 2008 but we are not 100% sure.
  - o The SDSU MILS courses were first taught in CSUSM classrooms in Spring 2012. We think this was arranged in late Fall 2011. David Barsky has confirmed that Provost Cutrer asked then-AVP Barsky to arrange rooms for the Spring 2012 semester for the SDSU MILS classes when UVA canceled its contract in mid-to-late Fall 2011 with SDSU's ROTC program to provide space for them.
  - o Since these were (and are) SDSU classes, there was no process for approving the courses at CSUSM.
3. What was the review process for each Military Science course that has been offered at CSUSM? If they were reviewed, when and how did this occur? Which committees reviewed them, approved them, and when did this happen? Which administrators reviewed them, approved them, and scheduled them, and when did this happen? When the first Military Science courses were approved for inclusion in the course schedule, which offices were

- 91 involved in the approval process? If they were reviewed, were there administrators  
92 involved? If so, who were the administrators?
- 93 • These are SDSU courses. The courses are not in the CSUSM course schedule.  
94 Students register for the courses at SDSU, receive the course credit at SDSU, and  
95 transfer the course credit to CSUSM.
  - 96 • The four lower division MILS courses (MILS 101, 102, 201, and 202) were proposed  
97 by COBA and reviewed by UCC, came to Senate for a 1<sup>st</sup> reading in November 2013,  
98 and are awaiting the 2<sup>nd</sup> reading at Senate. These four courses went through the  
99 regular curricular review process, but have not been approved by Senate yet. The  
100 2<sup>nd</sup> reading at Senate is scheduled for April 23, 2014.
  - 101 • For more information on your questions, you'll need to contact other offices on  
102 campus because we do not have any more information and are not equipped to do  
103 the research and interviews that your list of questions requires.
- 104
- 105
- 106 4. If they were reviewed, did the process differ in any way from the review process for  
107 academic courses?
- 108 • Re the review of the four LD MILS courses that have not yet been approved by  
109 Senate, one difference is that they came to Senate for discussion rather than being  
110 placed on the consent calendar after approval by the College Curriculum Committee  
111 and UCC. This was done due to the recommendations from the ROTC Study Group  
112 report dated 4-7-01.
  - 113 • We are not aware of other differences.
  - 114 • But you may be asking here about the SDSU MILS courses....
- 115
- 116 5. Was information about the existence or content of Military Science courses at CSUSM  
117 shared with any faculty governance group or committee? If so, when, how, and with what  
118 committees or groups?
- 119 • Assuming you are talking about the SDSU MILS courses being taught in campus  
120 classrooms since Spring 2012... we do not know if the existence or content of those  
121 courses was shared with any faculty governance group or committee in Spring 2012  
122 or AY 2012-13, and we do not have the resources to query everyone who served on  
123 such groups or committees.
  - 124 • As for this year's senate officers, we did not know that the SDSU MILS courses were  
125 being taught on campus until Dec 12, 2013.
- 126
- 127 6. What offices or departments were notified about the Military Science courses? When were  
128 they notified? Who was in charge of those offices or departments?
- 129 • Assuming you mean the SDSU MILS classes... Academic Programs was notified in  
130 Fall 2011 when Provost Cutrer asked AP to find classrooms for them.
  - 131 • We do not know if any other departments were notified and do not have the  
132 resources to research this.
- 133
- 134 7. Were the Military Science courses listed under Extended Learning or scheduled by  
135 Extended Learning? If so, how and when did this occur? Who instructed Extended Learning  
136 to schedule the courses, and who was in charge of Extended Learning at the time?
- 137 • These are SDSU classes. They are listed in the SDSU catalog. They are not listed as EL  
138 classes because they are not EL classes.
- 139

- 140 8. Were the Military Science courses listed in any published or publicly accessible course  
141 schedules, listing of courses, or catalogs? If so, when and where?  
142 • These are SDSU classes. They are listed in the SDSU catalog.  
143
- 144 9. Were any employees of CSUSM's Veterans Services notified about the existence of Military  
145 Science courses when they were first offered? Were they notified at a later date? If so,  
146 when, and by whom?  
147 • We have no idea and recommend you contact Veteran's Services.  
148
- 149 10. Did any employees of CSUSM's Veterans Services know about the existing Military Science  
150 courses during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC  
151 Study Group? If so, did they share this information with the Senate or Study Group?  
152 • We have no idea and recommend you contact Veteran's Services as well as members  
153 of the Study Group.  
154 • We have no information about whether Veteran's Services contacted Senate and do  
155 not have the resources to query all members of senate committees, EC, and senators  
156 from that year.  
157
- 158 11. Were any staff members or administrators in Academic Programs notified about the  
159 existence of Military Science courses when they were first offered? Were they notified at a  
160 later date? If so, when, and by whom?  
161 • Then-AVP Barsky was asked to find classrooms for the SDSU MILS classes for the  
162 Spring 2012 semester. He enlisted the services of Criselda Yee, in her capacity as  
163 Academic Scheduler in Academic Programs. This is all that we know.  
164 • David Barsky reports that this was handled as a "one-off" assignment in the course  
165 of a few hours, and not reported to anyone other than Provost Cutrer. To the best of  
166 his knowledge, the only people involved in these communications were himself, Ms.  
167 Yee, Provost Cutrer and the ranking ROTC officer (name forgotten).  
168
- 169 12. Did administrators or staff members in Academic Programs know about the existing  
170 Military Science courses during the AY 2008-2009 ROTC deliberations by the Academic  
171 Senate and ROTC Study Group? If so, did they share this information with the Senate or  
172 Study Group?  
173 • Then-AVP Barsky reports that he had no knowledge of any ROTC courses on campus  
174 until Fall 2011, and that – because the matter was handled quickly –it was not  
175 entirely clear to him even then that these were "courses," as opposed to "activities."  
176
- 177 13. The FAQs sheet mentioned above states that the "Army ROTC has 3 offices on the 6th floor  
178 of Craven Hall since 2009 and more recently a storage container for equipment near the  
179 Mangrum Track." Who authorized this use of space, and when was this done?  
180 • We do not know when the offices were authorized or by whom. The assignment of  
181 the 3 offices to ROTC predates Provost Oberem. The current ROTC leadership at  
182 SDSU is not sure either but may be able to research this. The storage container was  
183 approved more recently, most likely under Provost Cutrer, but we do not know the  
184 details. Changing personnel at SDSU ROTC headquarters makes it hard to drill down  
185 to this information. But we can put you in touch with Lt. Colonel Turner at SDSU and  
186 he may be able to have his staff research this.  
187

188 14. Did Provost Emily Cutrer know about the existence of Military Science courses at CSUSM? If  
189 so, when was she first aware of these courses? If so, did she share this information with the  
190 Academic Senate, or with any faculty governance group or committee?

- 191 • Provost Cutrer asked then-AVP Barsky to help find classrooms for the SDSU MILS  
192 classes for Sp 2012, so she surely knew then.
- 193 • We do not know if she was aware of the SDSU MILS classes being offered at UVA.
- 194 • We do not know if she shared any of this information with the Senate at that time or  
195 with any faculty governance group or committee, and we do not have the resources  
196 to research this.

197  
198 15. Prior to Fall 2013, did Provost Graham Oberem know about the existence of Military  
199 Science courses at CSUSM? If so, when was he first aware of these courses? If so, did he  
200 share this information with the Academic Senate or with any faculty governance group or  
201 committee?

- 202 • No, Provost Oberem did not know that the SDSU MILS courses were being taught in  
203 CSUSM classrooms prior to Dec 12, 2013. It was Senate Chair Bennett who informed  
204 him after the 12-12-13 meeting with then-Captain Orezza.

205  
206 16. Prior to Fall 2013, did President Karen Haynes know about the existence of Military Science  
207 courses at CSUSM? If so, when was she first aware of these courses? Did she share this  
208 information with the Academic Senate or with any faculty governance group or committee?

- 209 • We do not know if President Haynes knew that the SDSU MILS courses were being  
210 taught at UVA or in CSUSM classrooms.

211  
212 Recognizing that curriculum design and development are the responsibility of the faculty, and with  
213 a focus on transparency in university governance, we believe the campus community deserves full  
214 disclosure. Answers to these questions will clarify the current situation and enable us to  
215 understand: How it is that many members of the university community learned only in the last few  
216 months about the existence of 100-, 200-, and/or 300-level Military Science courses that have been  
217 taught on our campus since as early as 2008? [We agree and share this question.](#)

218  
219  
220  
221 Sincerely,

- 222  
223
- 1 Linda Pershing, Professor, Interdisciplinary Programs
  - 2 Jocelyn Ahlers, Professor, Liberal Studies
  - 3 David Avalos, Professor, Visual and Performing Arts
  - 4 Jonathan Berman, Associate Professor, Visual and Performing Arts
  - 5 Heidi Breuer, Professor, Literature and Writing
  - 6 Sharon Elise, Professor, Sociology
  - 7 Alicia Gonzalez, Associate Professor, Sociology
  - 8 Minda Martin, Associate Professor, Visual and Performing Arts
  - 9 Mary Jo Poole, Lecturer, Sociology



