

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
NEW PROGRAM PROPOSAL – P Form Signature Pages**

For Curriculum and Scheduling Office Use Only		
D.B.	Catalog	File

COLLEGE/SCHOOL  CoAS  CoBA x CoEHHS  SoN  
**TITLE OF PROGRAM** Bachelor of Science in Speech-Language Pathology

Discipline

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

- Check one:  New Undergraduate Major or New Graduate Degree      Attach a completed New Program Proposal Template
- New Option/Concentration/Track      }      Attach a completed New Option/Concentration/ Track, Minor, or Teaching Credential Proposal Template
- New Minor
- New Teaching Credential
- New Certificate      Attach a completed New Certificate Proposal Template

Does this proposal impact other disciplines?  Yes  No

If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Discipline #1	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #2	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #3	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #4	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #5	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

CALIFORNIA STATE UNIVERSITY SAN MARCOS

1a. Lori Heister 10-10-13  
Originator (Please print) Date

1b. [Signature]  
Librarian Liaison for Library Report\*

10/15/2013  
Date

1c. [Signature]  
IITS Liaison for IITS Report\*

10/15/2013  
Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. [Signature] 10/10/13  
Program/Department - Director/Chair\* Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. [Signature] 10/16/13  
College/School Curriculum Committee\* Date

REVIEW (Signatures must be obtained by proposer)

4a. [Signature]  
Vice President for Student Affairs\*

\_\_\_\_\_  
Date

4b. [Signature]  
Dean of Library\*

10/15/2013  
Date

4c. [Signature]  
Dean of Information and Instructional  
Technology Services\*

10/15/2013  
Date

4d. [Signature]  
Vice President for Finance and Administrative  
Services\*

10-14-13  
Date

4e. \_\_\_\_\_  
Dean of Graduate Studies (if applicable)\* Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. [Signature] 10-16-13  
College/School Dean/Director\* Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. \_\_\_\_\_  
University Curriculum Committee^ Date

6b. \_\_\_\_\_  
Budget and Long-Range Planning Committee^ Date

FACULTY APPROVAL

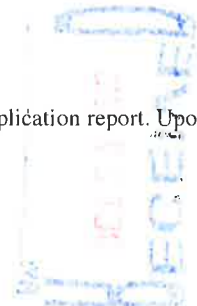
7. \_\_\_\_\_  
Academic Senate Date

UNIVERSITY-LEVEL APPROVAL

8. \_\_\_\_\_  
Provost Date

9. \_\_\_\_\_  
Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.  
\* May attach a memo on program impact on the unit and the ability of the unit to support it.  
^ Attach a memo summarizing the curricular and/or resource deliberations.



**RECEIVED**  
OCT 22 2013  
BY: \_\_\_\_\_

## CSU San Marcos Degree Program Proposal

We are submitting a proposal for a new Bachelor of Science in Speech-Language Pathology (formerly proposed in the A form as a BS in Communicative Sciences and Disorders) at California State University San Marcos.

**1. Program Type:** The program is planned as a new fully self-support 2-year BS transfer program to be run out of Extended Learning. Its initial delivery is planned for a fully residential program at the San Marcos Campus with plans to eventually take the program fully online (This would be pending University and WASC approval). We would like to open in Spring 2014 with our first group of students. It is not subject to external accreditation, and we currently have faculty on contract for the MA program and the prerequisite program who can teach for the B.S. program. We currently have two Tenure-Track faculty members, two Full-time lecturers, a Full-time Field/Clinic Director and eight (8) adjunct faculty members teaching in the MA program who are interested and willing to teach for the B.S. We are proposing the hiring of one tenure track faculty member to teach across the BS and the MA programs. Finally, there are sufficient community members with the requisite degrees (Ph.D./M.A.), experience, and knowledge to serve as adjunct instructors for the program given that there is a doctoral program in Language and Communicative Disorders at UCSD/SDSU, and many of their graduates are tied to this community.

### **2. Program Identification:**

a, b, d, e. This is a Bachelor of Science in Speech-Language Pathology (f.k.a. Communicative Sciences and Disorders- CSD) from California State University San Marcos. The degree program will be offered through Extended Learning and will run completely on self-support funds. This is being proposed out of the Department of Speech-Language Pathology, School of Health Sciences and Human Services, College of Education, Health and Human Services. We would like to begin operations in Spring 2014, pending approval.

f. This program is being jointly proposed by Dr. Suzanne Moineau, Associate Professor and Chair/Program Director of the Certificate and Master of Education, Option in Communicative Sciences and Disorders and Dr. Lori Heisler, Assistant Professor in the Certificate Program and Master in Education, Option in Communicative Sciences and Disorders.

c. Date the Board of Trustees approved adding program to the Academic Plan on March 19, 2013.

- i. The program is not subject to WASC Substantive Change Review.
- j. The CSU Code is 12201: Communication Disorders and the CIP is 51.0201.

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

a. The field of Speech-Language Pathology is concerned with the acquisition and breakdown of speech, language, communication, hearing, cognitive and swallowing functions across the lifespan. Speech-Language Pathologists are trained to detect, prevent, diagnose and treat a wide variety of speech, language and swallowing disorders. We are proposing a 60 unit, full-time transfer program leading to a Bachelor of Science in Speech-Language Pathology. The program has the required 9 units of UDGE and an additional 51 units of major requirements. The program's design is consistent with other programs in the field, and would allow students to apply to our masters program, as well as, any other masters program in the state/nation.

The proposed courses within the degree cover content that reflects entry-level admissions requirements for graduate programs in Speech-Language Pathology (SLP)/Communicative Sciences and Disorders (CSD). A major goal of this BS program is to develop well-rounded applicants to graduate programs in SLP, in particular, our own CSUSM program. We currently only offer a package of prerequisite courses (listed in our catalog as a Certificate in Communicative Sciences and Disorders) that students must take prior to applying to our MA program. These courses represent a bare minimum of knowledge necessary to be successful at the graduate level in our own program, and are not sufficient for our students to apply to most other masters programs in the region/nation, as they only cover typical communication and do not sufficiently address disorders. Hence, applicants **without** a bachelors in SLP/CSD are typically required to take additional prerequisites not currently offered in our Certificate, while those **with** a bachelors degree in the field can apply to any graduate program in the state and not have to take additional prerequisites, as agreed upon by all of the Program Directors in the California Council on Academic Programs in Communicative Sciences and Disorders (CCAPCSD). This program would thus satisfy the needs of local students who wish to obtain this education and knowledge in order to freely apply to any program in the state and also the country without having to take additional coursework as a post-baccalaureate.

Our courses, and thus our proposal, are unique in a number of ways. Our aim is to develop graduates who: 1) excel in the oral and written communication aspects of the field, 2) recognize and become familiar with the utility and pitfalls of evidence based practice/medicine, and 3) who are culturally and emotionally sensitive and competent to serve the needs of the diverse population within our community who present with communication disorders. To this end, we have coursework designed in understanding communication disorders as portrayed in the media, practicing in multilingual/multicultural settings, literacy in multilingual populations, evidence based practice (EBP), introduction to clinical practice, diagnostics, professional public speaking and writing for your audience. These are all courses that are rather unique to our program and that address specific gaps in the current academic offerings in most programs. They cover content that is essential for long-term success in the field and that is often lacking in bachelor's and even master's programs. Moreover, these courses will provide students with cross-over skills such that if they decide to move into a different, but related field, they will be prepared to deal with a wide range of people in professional situations. These courses are in addition to the customary content areas in speech-language pathology that are typically found in undergraduate programs.

We believe that this is an optimal time to propose this program as it meets the needs of local students and of the masters program in addressing the shortage of well-prepared undergraduates for entry into the professional preparation masters program. CSUSM's Mission states "The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies." It further states that it "provides a range of services that responds to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education." At present, we have an exceedingly rigorous masters program that has graduated its first two cohorts of students, all successfully gaining employment within 1 month of graduation and all currently having passed their national examination. Most of the students in the first graduating cohort waited years, following taking our prerequisite courses, to gain entry into our MA program while it was awaiting accreditation. Our second graduating cohort included more students trained from outside universities, many of which did not have the requisite background knowledge to adequately answer the content knowledge questions that we ask during the application interview process. Our third cohort is even more diverse in their background education. Many of our current students have not had the content that we are proposing in our BS and thus we need to teach all of this at the masters level, reducing the amount of time we have to cover other critical content. We believe it is essential to develop the BS in order to prepare students for successful entry into our, and other, masters programs

and for competent practice in our local service area and beyond. In addition to offering a unique but vital array of courses, we offer a dynamic, applied style of teaching in our masters program that we anticipate replicating in the BS program. This includes a flipped classroom that allows hands-on activities and demonstrations during class time. This format allows the students to learn the content by actually practicing it. Students will be required to carry out clinical activities with one another and with members of the community to gain practical experience. We offer a number of opportunities for students to interact with actual clients and engage in guided practice through classroom activities with these clients. We will also be requiring each student to have an iPad so that we can utilize the latest technologies in teaching and learning as it relates to clinical practice. For example, there are a wide variety of treatment applications that can be accessed and used in class for teaching purposes; simulation programs that enable the students to gain valuable decision making skills at a low risk; and instructional videos that provide a window into the various disorders that we diagnose and treat.

This program is also in alignment with CSUSM's Vision that states "students will select from a growing array of specialized programs responsive to state and regional needs." Speech-Language Pathology is ranked among the Top 100 Best Jobs for 2013 (#28) according to US News and World Report. As noted above, CSUSM graduated its first two cohorts of masters students in May 2012 and May 2013 and all had jobs within 30 days. The US Department of Education, in its 24<sup>th</sup> Annual Report to Congress noted that 55% of preschool children have speech and/or language impairments. Moreover, almost 50% of school-based speech-language pathologists will be eligible for retirement by 2020. On the other end of the spectrum are practitioners who work with the aging population. There are nearly 78 million Americans classified as baby boomers, and they make up 12% of the population. Of recorded hospital stays, 34% are made up of these aging adults. Moreover, 90% of nursing home residents are part of this baby boomer generation. This is a growing service population for speech-language pathologists that adds to the increase in demand for our practitioners. The increased incident of strokes, and specifically in bilingual populations, adds a greater need for speech-language pathologists skilled in language assessment/treatment and swallowing disorders. With these statistics in mind, there is an upcoming severe shortage in trained professionals to service individuals with communication needs. The vacancy rates are highest in lower income, inner city and multi-cultural areas, consistent with the demographics of northern San Diego County. In offering this BS program, CSUSM will be directly addressing the vision statement by developing highly specialized programs that respond to regional needs.

**b. Proposed Catalog Description:**

COMMUNICATIVE SCIENCES AND DISORDERS

OFFICE: Extended Learning

TELEPHONE: 760-750-8729

CHAIR and PROGRAM DIRECTOR: Suzanne Moineau, Ph.D.

FACULTY:

Devina Acharya, M.A.

Erika Daniels, Ed.D.

Elizabeth Garza, Ed.D.

Lori Heisler, Ph.D.

Deanna Hughes, Ph.D.

Kristen Nahrstedt, M.A.

Suzanne Moineau, Ph.D.

Alice Quiocho, Ed.D.

Jodi Robledo, Ph.D.

Alison Scheer-Cohen, Ph.D.

Extended learning offers a Bachelor of Science degree in Speech-Language Pathology (SLP) that provides foundational coursework necessary for entry into graduate school leading to a career as a Speech-Language Pathologist. Students who earn this Bachelor of Science in SLP will be eligible to apply to the Master of Arts in Education, Option in Communicative Sciences and Disorders at CSUSM\*. The program will provide students with a broad education, covering content related to speech, language, communication, cognitive and swallowing disorders across the lifespan. It will build important foundational skills in public speaking, professional writing, evidence-based practice, and cultural sensitivity. As the coursework has both breadth and depth in related fields, the Bachelor's degree can lead to careers in related fields including communication, counseling, general education, health, human development, rehabilitation, social service, and special education.

\* The coursework associated with the major will satisfy most other masters program's admissions requirements, but this may differ from program to program, and applicants are encouraged to contact specific programs for



additional information. Application to the masters program at CSUSM does not guarantee admission.

Student Learning Outcomes:

Students who graduate with a Bachelor of Science in Speech-Language Pathology will be able to:

- 1) Explain development of communication functions and their breakdown across the lifespan;
- 2) Synthesize knowledge across disciplines, including basic science, behavioral science, and humanities to apply to speech-language pathology;
- 3) Describe the most common speech, language, communication and swallowing disorders that are diagnosed and treated by speech-language pathologists

Degree Requirements: This program of study includes 60 semester units of coursework, which includes 9 units of upper division general education (UDGE). There are 51 units required for the Speech-Language Pathology major. The courses are sequenced as a cohort model such that accepted students go through the same courses at the same time. Students must complete 15 units or lower-division preparatory coursework prior to beginning the major. The lower-division preparatory coursework can be satisfied at any college/university that offers this content.

Required Lower-Division Preparatory Coursework (15 units)

Introduction to CSD/CD in Media (SLP 150 or 175) ✓	3 units
Hearing Disorders and Measurement (SLP 201)	3 units
Evidence Based Practice (SLP 222) ✓	3 units
Diagnostics in SLP (SLP 260)	3 units
Statistics (MATH 242)	3 units

Required Upper-Division General Education Coursework (9 units)

UDGE: BB: SLP 320: Anatomy & Physiology of Speech/Hearing	3 units
UDGE: CC	3 units
UDGE: DD: EDUC 380: Application for Child and Youth Development	3 units

Required Major Courses (51 units)

SLP 351: Language Acq/Ass for Practitioners	3 units
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SLP 352: Literacy Dev/Assess in multilingual populations	3 units
SLP 357: Science of Speech and Hearing	3 units
SLP 364: Role of Cultural Diversity in Schooling	3 units
SLP 391: Clinical Phonetics and Analysis of Dis Speech for SLPs	3 units
SLP 400: Prof Speaking and Presentations	3 units
SLP 401: Prof Report Writing for SLPs	3 units
SLP 432: AAC for SLPs	3 units
SLP 451: Professional Aspects of SLP	3 units
SLP 452: Introduction to Clinical Practice	3 units
SLP 461: Speech Development and Disorders	3 units
SLP 462: ComDis in Indivs with Craniofacial Anomolies	2 units
SLP 463: Voice and Fluency Disorders	4 units
SLP 471: Developmental Language and Literacy Disorders	3 units
SLP 473: Adult Neurogenic Communication Disorders	3 units
SLP 492: Swallowing Disorders	3 units
SLP 494: Communication Disorders in Autism	3 units

Students must maintain a 2.5 GPA in the major to graduate from the program. If a student falls below the 2.5 GPA requirement, she/he may repeat up to two courses. The student will be issued a Statement of Concern with a Plan of Action for remediation if their GPA falls below 2.5.

Admission and Graduation Requirements: The Bachelor of Sciences in Speech-Language Pathology has the same general Undergraduate Admission and Graduation Requirements and/or Transfer Policies/Requirements described in the California State University San Marcos' Catalog. Students must, however, complete the 15 units of lower-division preparatory coursework prior to the start of the major.

#### **4. Curriculum**

a. Program Learning Outcomes (PLOs) [Goals for the Program] are to develop graduates who possess:

PLO-1) Skills and knowledge of human communication and its disorders and an understanding of evidence-based practice in the field;

PLO-2) Oral and written communication skills, interaction styles and personal dispositions that reflect a respect for diversity, collaboration and professionalism; and

PLO-3) Summative skills and knowledge for competitive entry into graduate school or a professional position in public service

## Student Learning Outcomes (SLOs):

Students who graduate with a Bachelor of Science in Communicative Sciences and Disorders will be able to:

SLO-1) Explain the development of communication functions and their breakdown across the lifespan;

SLO-2) Synthesize knowledge across disciplines, including statistics, basic science, behavioral science, and humanities to apply to speech-language pathology; and

SLO-3) Describe the speech, language, communication and swallowing disorders that are diagnosed and treated by speech-language pathologists

b. PLOs and SLOs will be assessed in each course as indicated in the SLO table via signature assignments, grades and overall GPA.

c. As noted above, there are 51 units of curriculum required for the major, and an additional 9 units of UDE coursework.

d. N/A – this program will not require more than 120-semester units.

e. N/A – there are no formal options, concentrations, or special emphases.

f.

## Required Major Courses (51 units)

SLP 351: Language Acq/Ass for Practitioners	3 units
SLP 352: Literacy Dev/Assess in multilingual populations	3 units
SLP 357: Science of Speech and Hearing	3 units
SLP 364: Role of Cultural Diversity in Schooling	3 units
SLP 391: Clinical Phonetics and Analysis of Dis Speech for SLPs	3 units
SLP 400: Prof Speaking and Presentations	3 units
SLP 401: Prof Report Writing for SLPs	3 units
SLP 432: AAC for SLPs	3 units
SLP 451: Professional Aspects of SLP	3 units
SLP 452: Introduction to Clinical Practice	3 units
SLP 461: Speech Development and Disorders	3 units
SLP 462: ComDis in Indivs with Craniofacial Anomalies	2 units
SLP 463: Voice and Fluency Disorders	4 units
SLP 471: Developmental Language and Literacy Disorders	3 units

SLP 473: Adult Neurogenic Communication Disorders	3 units
SLP 492: Swallowing Disorders	3 units
SLP 494: Communication Disorders in Autism	3 units

g. N/A – there are no elective courses for the major

h. Proposed Catalog descriptions for NEW courses.

**SLP 352 Literacy Development and Assessment:** Speech-language pathologists' knowledge of how the brain learns and processes the oral language system has valuable implications for supporting literacy development, especially in children with diverse language and learning profiles. This course is designed to be an introduction for speech-language pathologists on the development, assessment and instruction of reading and writing, including for children developing English as a second language. It will help develop students' abilities to support effective literacy development by gaining knowledge and skills related to following elements: a culture of literacy, the components and strategies of literacy instruction, literacy assessment to meet individual needs, curriculum-based literacy, and second language literacy development.

**SLP 400 Professional Speaking and Presentations:** The ability to communicate effectively is essential to professional success. This course is designed to develop students' abilities to construct and deliver informative professional conversations, speeches and presentations in a public arena. For purposes of this course, "professional speaking" will be defined as ANY kind of speaking to one or more people in a professional setting, not just giving speeches. No prior experience with professional speaking is required.

**SLP 401 Professional Report Writing for Speech-Language Pathologists:** The ability to communicate effectively through writing is essential to professional success. This course is designed to develop students' abilities to construct and write professional and technical correspondence and reports for various professional practice settings. Emphasis will be placed on writing conventions, style, design and format for all aspects of clinical practice.

**SLP 432 Augmentative and Alternative Communication for Speech Language Pathologists (3).** This course will survey current information regarding technology and assistive and adaptive devices for working with individuals with communication disorders across the lifespan. Students will learn best practices in assessment and appropriate ways to differentially identify interventions for effective communication utilizing state of the art technology and other augmentative communication devices.

**SLP 451 Professional Aspects of Communicative Sciences and Disorders:**

This course surveys professional issues that are central to the practice in the field of communicative sciences and disorders. Topics that will be covered include theory in counseling, supervision and behavior management as a basis for reflective clinical experience. Students will also be introduced to the code of ethics, which governs the practice of speech language pathology and explore ways in which these ethical principles are necessary to guide practice across the lifespan.

**SLP 452 Introduction to Clinical Practice:** This course will give students an in depth understanding of the expertise and professional skills required to become a speech language pathologist. The roles and responsibilities of the SLP will be reviewed as they pertain to different clinical settings. This course will review professional and ethical responsibilities for certification and licensure and will aid the first steps of career planning to become a speech-language pathologist.

**SLP 461 Speech Development and Disorders:** This course will apply knowledge of acquisition of articulation and phonological development to the assessment and intervention of children with speech delay/disorder. We will cover theoretical constructs relevant to how we conceptualize developmental speech disorders, explore assessment issues and procedures and review current evidenced based intervention approaches.

**SLP 462 Craniofacial Anomalies:** This course is designed to cover the biological and neurological aspects of craniofacial anomalies leading to speech disorders. The course addresses etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated with cleft lip and palate and other craniofacial disorders.

**SLP 463 Voice and Fluency Disorders:** This course will review theories and principles in the onset, development and maintenance of stuttering and voice disorders in children and adults. Current best practices in prevention, assessment and treatment will be reviewed through quantitative literature for populations across the lifespan.

**SLP 471 Developmental Language and Literacy Disorders:** Students will learn current theories regarding the underlying etiology of language disorders in infants and children. Students will utilize knowledge and principles from typical communication development to inform assessment and treatment. Students will learn how to gather and analyze diagnostic information to develop an evidenced based treatment plans for infants and children.

**SLP 473 Adult Neurogenic Communication Disorders:** This course will cover the neuroanatomical and neurophysiological bases of adult human communication and discuss types of brain injuries (i.e. diagnoses) that lead to

acquired communication disorders in adults. The course will cover the linguistic and cognitive-communicative disorders of aphasia, right brain dysfunction, traumatic brain injury and dementia. A survey of historical and contemporary literature related to the nature of these communication disorders, including prominent theories will be covered.

**SLP 492 Swallowing Disorders:** This course will cover the anatomy and physiology of typical swallowing function across the lifespan. Students will learn how to assess and treatment various types of swallowing disorders, as well as common etiologies that result in swallowing disorders.

**SLP 494 Introduction to Autism Spectrum Disorders:** This course will explore the nature of autism spectrum disorders across the lifespan. The neurological, genetic, and anatomic underpinnings of the disorder will be reviewed based upon current research and compared to typically developing populations. Current and best practices for evaluation, treatment and behavior management will be discussed. Students will learn review the disorder from the perspective of a multidisciplinary team.

**i. Full-time (4 semesters: Spring, Summer, Fall, Spring)**

Year 1: Spring Semester

UDGE CC

UDGE DD: EDUC 380

SLP 351

SLP 364

SLP 357

SLP 352

Faculty TBD

Daniels, E.

Heisler, L.

Quiocho, A.

Scheer-Cohen, A.

Garza, E.

Year 1: Summer Semester

UDGE BB: SLP 320

SLP 391

SLP 400

SLP 461

Moineau, S.

Heisler, L.

Hughes, D.

Scheer-Cohen, A.

Year 2: Fall Semester

SLP 462

Scheer-Cohen, A.

SLP 463  
SLP 471  
SLP 473  
SLP 451

Hughes, D.  
Nahrstedt, K.  
Moineau, S.  
Acharya, D.

Year 2: Spring Semester

SLP 401  
SLP 432  
SLP 492  
SLP 494  
SLP 452

Hughes, D.  
Scheer-Cohen, A.  
Moineau, S.  
Robledo, J.  
Acharya, D.

j. N/A – the program is not a master's degree

k. Admissions criteria will be the same as the general Undergraduate Admissions for CSUSM. Students must complete 15 units of lower-division preparatory coursework prior to starting the BS program. This coursework can be completed at CSUSM in the Fall prior to the start of the BS program, or at another university that offers the equivalent content.

l. Criteria for student continuation in the program is that the student remains in good academic standing and not subject to Academic Disqualification.

m. We accept transfer students from the community college. Students will be required to complete the LDGE requirements prior to the start of the transfer BS program.

n. N/A – there is not a LDTP (lower division transfer pattern) for this major.

o. N/A – Advising roadmaps are created for the first two years of the program of study, however, this is a transfer BA program and begins at the junior year.

p. N/A – this program does not have accreditation requirements.

## **5. Need for the Proposed Degree Major Program and 6. Student Demand**

a. There are 9 CSU campuses that offer undergraduate degrees in SLP/CSD, including: Chico, Fullerton, Long Beach, Los Angeles, Northridge, Sacramento, San Diego, San Francisco and San Jose. There are four (4) neighboring private institutions that also offer this degree, including: Biola, Loma Linda, Redlands, and University of the Pacific.

b. We are the only program offering a 2-year transfer program that is designed for individuals coming from community colleges. As well, as noted above, we have a number of courses that are designed to increase the breadth and depth of training within the field and that has translation to other disciplines.

c. We currently offer a subset of this curriculum as a Certificate in Communicative Sciences and Disorders to matriculated students at CSUSM that are majoring in other disciplines. There are no other closely related programs to the proposed degree.

5 d, e. f. and 6 a. This major is being developed in response to local needs in our community. There is only one other undergraduate program in CSD in San Diego County. At present, CSUSM students who wish to pursue a BA in CSD must transfer to another university, or they must major in another field (e.g. Human development) and only receive prerequisite coursework related to typical communication development. This significantly restricts their ability to apply to a broad range of graduate programs as they do not have the requisite coursework to be competitive. This puts CSUSM's students at a disadvantage and also puts CSUSM at a disadvantage for attracting competitive undergraduates who wish to pursue this growing field, which is in high demand.

There is not adequate tracking of statistics at the undergraduate level, however, programs who attend the state level Academic Program Council meetings report individual data on undergraduate enrollment as a discussion point for future planning in the state. The following data were reported in October 2009, and this is the most recent on record:

Sacramento: 275; Fullerton: 275; Chico: 100; SFSU: 150 and Long Beach: 150.

Private institutions in our area have reported the following undergraduate figures: University of Pacific: 90; Redlands: 135. These figures reflect a demand for the major across the state. Other CSU's with the undergraduate degree who were not present to give enrollment data are: SDSU, San Jose, East Bay, CSULA, Fresno, CSUN. CSULB has filed for and was granted 'impaction' status as they have more students interested in the major than what they can accommodate. This reflects a growing interest in the field and a demand that exceeds current capacity in our sister



institutions. According to the American Speech-Language Hearing Association (ASHA), 26.4% of SLP funded positions went unfilled. Moreover, the US Bureau of Labor Statistics (2011) ranked the field of Speech-Language Pathology as growing 23% faster than the national average, reflecting nearly 29,000 new jobs on an annual basis. This represents a significant demand on the part of students as well as the community for additional training programs.

6 b. We consider this program to meet a need in our local community as at present, students interested in pursuing a bachelors degree in the field must relocate to another geographic region or commute long distances to access curriculum in their desired discipline. Financial aid will be available to students as with any other bachelors program.

6 c. N/A – this is not a master’s program

6 d. Students completing this major will be eligible to apply to graduate programs in Speech-Language Pathology, and for employment in related fields including: Speech-Language Pathology Assistants, counseling, general education, health, human development, rehabilitation, social service and special education.

6 e. We anticipate accepting one cohort of 50 students per AY, and we will have two cohorts running simultaneously after the first year.

## **7. Existing Support Resources for the Proposed Degree Major Program**

a. Faculty teaching in the program

Devina Acharya, M.A., Speech and Hearing Sciences, P.T. Adjunct lecturer

Erika Daniels, Ed.D., Education, Associate Professor

Elizabeth Garza, Ed.D., Education, Associate Professor

Lori Heisler, Ph.D., Speech and Hearing Sciences, Assistant Professor

Deanna Hughes, Ph.D., Speech and Hearing Sciences, FT Adjunct lecturer

Kristen Nahrstedt, M.A., Speech and Hearing Sciences, FT Adjunct lecturer

Suzanne Moineau, Ph.D., Speech and Hearing Sciences, Associate Professor

Alice Quiocho, Ed.D., Education, Full Professor

Jodi Robledo, Ph.D., Special Education, Assistant Professor

Alison Scheer-Cohen, Ph.D., Speech and Hearing Sciences, FT Adjunct lecturer

b. This program would utilize currently existing classrooms in Extended Learning. No special labs or clinical facilities will be needed. Office space for adjunct faculty is

already provided for the masters program and any additional adjunct faculty needed for this program will share this office space with other adjunct faculty in CoEHHS on the 3<sup>rd</sup> floor of University Hall.

c. Library report regarding holdings

d. The only technology and equipment needed for this program would be smart classrooms that are already available on campus. As well, we will require each student to purchase an ipad for use in classroom activities.

## **8. Additional Support Resources Required**

a. We anticipate hiring one tenure track faculty member who holds a Ph.D. in the field of Communicative Sciences and Disorders/Speech-Language Pathology, and is eligible for California state licensure and hold the ASHA CCCs. There are no other special characteristics that we anticipate our new hire to possess in order to perform her/his duties. We do anticipate hiring one PT support person to provide staffing needs. As well, we will hire adjunct lecturers as needed for any uncovered courses.

b. The space required should be accommodated with existing smart classrooms and support facilities within Extended Learning.

c. As we already have a masters program in the field on campus, additional library resources are not anticipated. There is a direct overlap in subject area and periodical needs between the new program and the already existing masters program. We anticipate approximately \$3,000/AY for Library and licensing costs.

d. We will purchase a full compliment of assessment and treatment materials at the start of the program that are anticipated to cost \$20,000 with an on-going equipment and supplies budget of \$10,000/AY.

## **9. Additional CSUSM New Program Requirements**

Required Lower-Division Preparatory Coursework (15 units) – These can be taken at any university/college that offers them or taken in the Fall semester preceding the start of the program in Spring semester.

Introduction to CSD/CD in Media (SLP 150 or 175)

3 units

Hearing Disorders and Measurement (SLP 201)

3 units

Evidence Based Practice (SLP 222)	3 units
Diagnostics in SLP (SLP 260)	3 units
Statistics (MATH 242)	3 units

Required Upper-Division General Education Coursework (9 units)

UDGE: BB: EDSL 320	Summer semester	3 units
UDGE: CC	Spring I	3 units
UDGE: DD: EDUC 380	Spring I	3 units

REQUIRED Major Courses (51 units): This program has NO electives. All major courses are required. And none of them have course-based fees.

SLP 351: Language Acq/Ass	Spring, Yr 1	3 units
SLP 352: Literacy Dev/Assess in multilingual	Spring, Yr 1	3 units
SLP 357: Science of Speech and Hearing	Spring, Yr 1	3 units
SLP 364: Role of Cultural Diversity in Schooling	Spring, Yr 1	3 units
SLP 391: Clinical Phonetics	Summer, Yr 1	3 units
SLP 400: Prof Speaking and Presentations	Summer, Yr 1	3 units
SLP 401: Prof Report Writing for SLPs	Spring, Yr 2	3 units
SLP 432: AAC for SLPs	Spring, Yr 2	3 units
SLP 451: Professional Aspects of SLP	Fall, Yr 2	3 units
SLP 452: Introduction to Clinical Practice	Spring, Yr 2	3 units
SLP 461: Speech Development and Disorders	Summer, Yr 1	3 units
SLP 462: ComDis in Craniofacial Anomolies	Fall, Yr 2	2 units
SLP 463: Voice and Fluency Disorders	Fall, Yr 2	4 units
SLP 471: Devlpmntl Lang/Lit Disorders	Fall, Yr 2	3 units
SLP 473: Adult Neuro Com Disorders	Fall, Yr 2	3 units
SLP 492: Swallowing Disorders	Spring, Yr 2	3 units
SLP 494: Communication Disorders in Autism	Spring, Yr 2	3 units

Table 11: Student Learning Outcome Reverting Attention in Selected Courses for the B.S. in Communicative Sciences and Disorders

SLO	Preparation for the Entry		Intermediate General Educational Experience		Intermediate Major		Intermediate Major		Intermediate Major		Intermediate Major		Intermediate Major		Intermediate Major		Intermediate Major		Intermediate Major	
	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course	Required Course
	ESL 115	ESL 201	ESL 222	ESL 240	ESL 250	ESL 251	ESL 252	ESL 253	ESL 254	ESL 255	ESL 256	ESL 257	ESL 258	ESL 259	ESL 260	ESL 261	ESL 262	ESL 263	ESL 264	ESL 265
PLC-1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PLC-2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PLC-3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SLO-1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SLO-2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SLO-3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

PLEASE NOTE THAT THESE COURSES ARE ALSO WRITTEN TO MEET CONTENT STANDARDS OVER PRACTICE AS PER THE AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION

More refined versions of such a chart might use different symbols to differentiate between primary and secondary focus on an SLO in a course.

**Program Learning Outcomes**

- PLC-1 Skills and knowledge of human communication and its disorders and an understanding of evidence-based practice in the field
- PLC-2 Oral and written communication skills, interaction styles and personal dispositions that reflect a respect for diversity, collaboration and professionalism.
- PLC-3 Summative skills and knowledge for competitive entry into graduate school or a professional position in public service

**Student Learning Outcomes**

- SLO-1 Explain the development of communication functions and their breakdown across the lifespan
- SLO-2 Synthesize knowledge across disciplines, including statistics, basic science, behavioral science, and humanities to apply to speech-language pathology
- SLO-3 Describe the typical, atypical, communication and swallowing disorders that are diagnosed and treated by speech-language pathologists