PROGRAM ABSTRACT - Form A

Proposed Degree Title: B.A., B.S., M.A., M.S., etc. in Communicative Sciences and Disorders

COLLEGE: College of Education, Health and Human Resources

Proposed Implementation Date: Fall 2014

About the A-Form

Background: New baccalaureate and graduate-level degrees must be approved by the Chancellor’s Office. Every January, CSU campuses send updated University Academic Master Plans (or UAMPs) to the Chancellor’s Office, which are then approved by the Board of Trustees at their March meeting. When the Board of Trustees approves a campus request to add a new program to the UAMP, it authorizes the campus to submit a formal proposal to the Chancellor’s Office for establishing such a degree program.

Purpose: The A-Form is used to propose the addition of a new baccalaureate or graduate degree to the UAMP.

Process: After review by the appropriate college curriculum or planning committee in the Spring semester, A-Forms are sent to Academic Programs at the beginning of the Summer. The forms are distributed to key University officers (including the Provost’s office as well as the officials reporting directly to that office) over the Summer for information dissemination, review, and feedback. The feedback received as a result of this distribution is provided to proposers as it is received during the Summer (to inform development of the program proposal) and to the Budget and Long-range Planning Committee (BLP) at the beginning of the Fall semester.

Outcomes: BLP reviews the A-Forms and the feedback collected by Academic Programs, and makes recommendations as to whether programs should be added to the next UAMP. Placement of a program on the UAMP is the campus-level authorization to proposers to submit a complete new program proposal (via a P-Form). Comments from BLP are sent back to the proposal originator to inform the final design and plan for the proposed program. The A-Form, Summer reviewer feedback, and BLP comments are additionally used to prepare a summary statement for the Chancellor’s Office, which is required for any addition to the UAMP.

Directions¹

- Fill in the degree title, college and implementation date above.
- Attach a program abstract addressing items 1-5 to this form.
- Identify the program proposer and obtain the department chair or program director signature below.
- Submit the abstract and the Form A to the college curriculum or planning committee. (Check with the college for submission deadlines.)

1. Description: Briefly describe the essential features of the curriculum that will be developed. (If the new degree is currently offered as an option in an existing degree program, give a rationale for the conversion. If the new degree program is not commonly offered as a bachelor’s or master’s degree, provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students.)

¹ Program proposers should contact the Provost’s Office for guidance and general assistance before filling out any portion of this form. Academic Programs has samples of previous program proposals available and is available for consultation in the proposal-writing process, and Planning and Academic Resources will have other relevant materials for the proposer’s consideration and use.

Approved by Academic Senate 12/07/2011
2. **Mission:** How will this program benefit the college, university, region and/or state? How is it aligned with the College and University Mission and Vision?

3. **Demand:** What evidence is there of adequate student demand for this program?\(^2\) (Note that Board of Trustees classifies Anthropology, Art, Biology, Chemistry, Economics, English, Foreign Languages, Geography, Geology, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech/Communication and Theatre Arts/Drama as “Broad Foundation Programs” for which societal need and student demand are not “the preeminent criteria” for offering baccalaureate programs.)

Preliminary evidence of adequate student demand for the proposed program should include

- A list of other CSU campuses currently offering the proposed degree major program (see the CSU Mentor website at [http://www2.assist.org/browseAreas.do](http://www2.assist.org/browseAreas.do)),
- A list of neighboring institutions, public or private, currently offering the proposed degree major program,
- Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance), and
- Information indicating adequate student interest in the proposed program (e.g., numbers of minors, existing programs at feeder community colleges, or results of student surveys).

Graduate degree program proposals must also include the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.

4. **Resources:**\(^3\)

4.a. Provide preliminary estimates of the following resources needed to implement the program:

- Additional tenure-track faculty positions and anticipated lecturer support (to include anticipated temporary and permanent hires through Extended Learning);
- Additional resources required for program administration (e.g., release time for a Chair or Director);
- Additional staff support;
- Additional space requirements; and
- Additional specialized equipment and materials other than those expected to be provided by the Library and Instructional and Information Technology Services (IITS).
- Additional associated costs with launching and maintaining this program. For example, if the program includes lab courses, will Hazardous Materials and/or Waste Management support be required?

Note that in the course of reviewing the A-Form over the Summer, the Library and IITS will estimate additional library, information technology and academic computing resources needed for implementation. Indicate whether there are any unusual aspects of the curriculum design that need to be taken into account in the preparation of the Library and IITS estimates.

4.b. **Source(s) of Funding:** What funding streams do you anticipate will support this program in its first 7 years?

- state-support only
- self-support only

The program may move between self-support and state-support delivery
- the program may include multiple funding streams (e.g., separate state-support and self-support cohorts, etc.)

4.b.1. If there are plans to move or to expand the program from one funding mode to the other within its first seven years, please explain.

4.b.2. If there are plans to launch this program with no new resources (i.e., based on a reallocation of existing

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\(^2\) Proposers should consult with Academic Programs, the Career Services Center, and Enrollment Management Services for assistance with this section.

\(^3\) Before beginning this section of the proposal, proposers should consult with the relevant College Dean and the Deans of IITS and the Library (and Extended Learning, if relevant) regarding anticipated resource needs.

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resources within a College), please explain.

5. Pedagogical Mode/Location /Accessibility Issues:
   • Describe any plans to offer this program at CSUSM at Temecula and/or other off-site locations in the program’s first 7 years. (Note: Seven years is the maximum period between WASC reviews.)
   • If there are plans to have any portion of this program delivered by another campus (i.e., “course sharing” with other campuses), please explain. Be sure to identify the partnering institution, and provide a projection for how FTE will be assigned and accounted for in such a scenario. (NOTE: Any plans to participate in the developing CSU-wide online exchange (introduced in 2011 as the “CSUOnline Initiative”) or similar programs should also be addressed here.)
   • Explain any plans for offering courses online, if applicable. If any such courses may be “shared” with other campuses’ programs, address how FTE will be assigned and accounted for. (NOTE: Any plans to participate in the developing CSU-wide online exchange or similar programs should also be addressed here.)

6. Accreditation: If there are recognized accrediting bodies in the program area, what are the accreditation criteria and how necessary is accreditation for the program’s viability?

7. Relation to Existing Programs: Describe the potential effect on existing programs (e.g., enrollment changes, opportunities for collaboration, potential impacts on resources, etc.).

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REVIEW PROCESS

[Signatures and dates]

3. College Curriculum/Planning Committee* Date 4. College Dean (or Designee)* Date

5. Date received in Academic Programs

*Signature indicates support that the proposed program moves forward for consideration for placement on the UAMP.

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Proposers should consult with the Associate Vice President for Planning and Academic Resources, who is responsible for WASC and other accreditation issues.
PROGRAM ABSTRACT- FORM A

Proposed Degree Title: Bachelor of Arts in Communicative Sciences and Disorders (BA in CSD)

1. Description: The proposed degree, a BA in CSD, is a 120 unit, full-time undergraduate program. The program has the required 51 units of GE (42 at the lower division and 9 at the upper division), 27 units of pre-major requirements (6 units of which are also part of the UDGE requirements and thus added in already), 48 major requirements. The first two years of the program will cover the LDGE courses and lower division pre-major (LDPM) requirements. The LDPM courses cover content that is required as part of accreditation standards for students applying for their license and credentials to practice in the field of Speech-Language Pathology following graduation from an accredited masters program. The final 60 units will cover UDGE and major requirements related to typical and atypical speech/language/communication/swallowing functions and clinical practice. The program's design is consistent with other programs in the field (e.g. CSULB has 10 LDPM requirements and 48 major requirements; SDSU has 21 LDPM requirements and 35 major requirements).

The proposed courses cover content that reflects entry-level admissions requirements for graduate programs in Speech-Language Pathology. A major goal of this BA program is to develop well rounded applicants to graduate programs in Speech-Language Pathology, in particular, CSUSM’s program. This BA program aims to develop graduates who are culturally sensitive and competent to serve the needs of the local population.

2) Mission: 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.” This proposed BA in CDS is a reflection of a rigorous curriculum designed with the depth and breadth of content knowledge that is not seen in most undergraduate programs. The courses are designed with innovative teaching to prepare students from a variety of backgrounds. Specifically, our curriculum contains coursework related to a wide variety of professional practices and skills that are often overlooked in most undergraduate programs, including such content as: speaking for professional context, professional writing, introduction to professional practices, preparation for graduate school and beginning clinical practice and evidence-based practice. In addition, the major coursework also covers all of the customary content areas in communication disorders that are typical in any undergraduate major. These additional professional courses are aimed at preparing thoughtful and culturally sensitive students who will be exceedingly competitive for entry into graduate
school. These skills cross-over professions 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.

CSUSM's Vision states that "students will select from a growing array of specialized programs responsive to state and regional needs." Speech-Language Pathology is ranked among the Top 25 Best Jobs (#14) according to US News and World Report. CSUSM graduated its first cohort of MA students in May 2012 and all had jobs by June 1st. The US Dept of Education, in its 24th 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 (Seewer, 2012 ), who 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 BA program, CSUSM will be directly addressing the vision statement by developing highly specialized programs that respond to regional needs.

3) **Demand:** 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 are 10 CSU campuses that offer undergraduate degrees in CSD, including: Chico, Fullerton, Long Beach, Los Angeles, Northridge, Sacramento, San Diego, San Francisco and San Jose. There are four (4) neighboring institutions, including: Biola, Loma Linda, Redlands, and University of the Pacific.

We would like to open by clarifying that this program is not one of the Board of Trustees “Broad Foundation Programs” as it is a proposed degree in Communicative
Sciences and Disorders and not in Speech/Communication. 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.

4) Resources: We are proposing that this program be developed and run out of Extended Learning, and thus it would be a fully self-support program not requiring state funds. We anticipate two tenure-track faculty hires and 3-4 part-time (i.e. maximum 2 courses in area of expertise) adjunct lecturers. The adjunct lecturers can be individuals with masters level training. Given that the average size of undergraduate programs in the CSU are 200 students, this program will require a chair and the proposed release time is 6 units per semester to coordinate and administer the program. Additional support staff would include a full-time advisor and a full-time administrative assistant.

We will be purchasing a complement of instructional materials, including: anatomical models of the speech and hearing mechanism, 4 audiometers, 2 otoscopes, Blue Tree software for voice, speech and swallow analysis, nasometer, visipitch, a full compliment of standardized assessment batteries for speech, language and communication disorder diagnoses, a full compliment of treatment materials, and ComDis Dome database at the library. It is also our intent to require video assignment submissions for a number of the courses and as such we will require students to purchase an ipad upon admission to the program. We will work with IITS and the library to build a budget for all of these components of the program.

This program will not require additional space for specialized instruction or labs, nor does it require specialized equipment. It will be offered through day, evening,
weekend, online and hybrid platforms, working within the university’s current space capacity and availability.

It is expected that this program will run on self-support for the first seven years.

5) Pedagogical Mode/Location/Accessibility Issues: This program is planned as residential, to be offered on the San Marcos campus through Extended Learning. No satellites are proposed at this time.

6) Accreditation: There are no accreditation requirements associated with this program.

7) Relation to Existing programs: This program would provide an avenue for our students to obtain an undergraduate degree in CSD within CSUSM. There could be collaboration between the BA and MA level programs for instruction and learning. As well, it would provide a feeder for our MA program. Development of this major may impact enrollment in other majors, including Human Development, Liberal Studies and Psychology as they are the three most popular majors for CSUSM students interested in pursuing the MA in CSD. As well, since it is a BA, it will require students to complete 42 units of LDGE courses that would need to be offered from various departments on campus. This will generate a revenue source for these departments, but will also require additional staffing.