Hello David,

I have completed my review of the A-form for the B.A. in Communicative Sciences and Disorders. This is an important area and one for which there appears to be plenty of student demand.

The proposer states the program will be offered through Extended Learning for the first seven years. One assumes that EL will bear the start-up costs of the faculty, staff, equipment/supplies, etc., during this time, but there will have to be a clear plan for how the program will be funded, when it is moved to the stateside budget at the end of the 7-year period. Based on the information provided, the on-going costs that would need to be absorbed on the stateside can be estimated as follows:

1. 2 TT faculty, tenured by the time it goes stateside, @ approximately $80,000 each = $160,000 per year.
2. 4 PT faculty each teaching 2 courses = 1.6 lecturer FTEF = $80,000 per year.
3. 2 FTE staff (ASC + Advising) = $85,000 per year.
4. Benefits for personnel in #1-#3 @ 41% = $133,000 (base funds paid once-only to the benefits pool in the year the program is moved to the stateside.)
5. Course releases for program chair @ 6 W'TUs per semester = $20,800 per year.
6. On-going equipment and supplies budget ($5k to $10k per year, maybe more?).
7. On-going Library and IITS subscription and licensing costs ($2k - $3k per year, maybe more?).

The proposal envisages what amounts to a department of Communicative Sciences and Disorders, with its own chair, support staff, and its own advisor (unusual for a BA program). Moving this program stateside after 7 years could cost close to $500,000 in the first year, that being for salaries and assigned time, without any budget for equipment and supplies, or for on-going Library and IITS costs. After the benefits have been paid in the first year, the personnel and assigned time costs would reduce to around $350,000 per year, assuming that no additional personnel have been hired in the first seven years. If there are 150-200 majors by this time, one might wonder whether there would be more than two TT faculty in the department. A typical department of that size on our campus right now might have 5 or more TT faculty.

I assume that the degree program will require one or more laboratory courses. With the nature of the equipment described, would a dedicated instructional lab be needed (from day 1)? If the faculty are experimentalists, will they need research space? If so, the difficulties associated with identifying and preparing research space must be considered.

Please let me know if you have questions.

Graham
Hi Graham/David,

I hope it is okay to chime in here. The A-form narrative indicates "for the first seven years" because I believe the A-form itself only asks about the first seven years. At present, we do not necessarily have a plan to move stateside and this would be quite heavily dependent on whether or not there was a budget for such a move. An evaluation will be done to determine if there are sufficient stateside resources to support such a move. The support staff and admin figures will be worked into EL overhead (and the chair was proposed as we believe we will seek department status and include the MA program by the time 7 years rolls around). It may have been beneficial to note that we already have 3 FT faculty, so this would be an addition of 2 more. Our labs are virtual so I do not anticipate lab space.

If you have additional questions, I would be happy to provide further clarification.

Thanks for the review, Graham! I appreciate your insights.

Best,
Sue

Hi Suzanne,

Please don't construe my response as being lack of support on my part. I think this would be a great program. I am trying to make sure that we understand the resource implications fully.

It might be worth mentioning that it will not necessarily move back to stateside after 7 years. This is something that a lot of departments and colleges worry about, because the costs that need to be picked up when that happens are very substantial. If the evaluation was mentioned in the A-form, I missed that point.

You will certainly want to mention the existing faculty. It was hard to assess the need for additional TT faculty and adjuncts without knowing what courses would be taught in the department as opposed to by other departments. However, I do realize that the A-form is not intended to be overly detailed.

If the labs are all virtual, what is the purpose of the equipment you mention, which is not virtual, I assume? It sure sounded like lab equipment to me!

Best,
Graham
(Wednesday, October 10, 2012 6:36 pm)

HI Graham,

I hope my writing did not lead you to feel that I questioned any support on your part — quite the contrary. I appreciated your thoughtful input and simply wanted to provide a response. I understand that I did not clearly detail out these points you made, and was unsure how much detail to actually put in the A form.

To just address the points you raised below, we did not in fact really think about bringing the program back stateside as we did not fathom a time when we could afford this. We would certainly welcome this if it were possible, but this was not in any near-future plans. I did not state that overtly in the A-form, nor did I actually mention the evaluation, so you are correct in that you did not see it.

I also did not include the current faculty — not sure how I overlooked that. With the exception of 2-3 courses, the first two years will be completely GE courses and thus taught by faculty in other fields. The final 2 years will be upper division courses and can be handled between the 3 existing and 2 additional faculty along with the adjuncts I proposed.

As for the 'equipment', we have office and storage space in UH for the audiometers and otoscopes. All of the other equipment is software that will be uploaded on their ipads/computers. The standardized assessment batters and materials will be housed in the Virginia Hansen Curriculum Center in the Library with checkout rights.

Would you like me to actually amend this on the A form so that it is clear to others who read it, or do you want me to include it in the P form now?

Once again, I am incredibly thankful to you, Graham, for the questions and the opportunity to improve upon the proposal to make it clearer for future readers.

Best,
Sue

(Thursday, October 11, 2012 9:24 am)

Hi Sue,

Thanks for the further clarification. If these questions come up at BLP, I can help providing the information. I will let David make the call about whether or not the A-form should be revised.

Best,

Graham
Email received from Alan Brian with comments from Student Affairs
Tuesday, October 16, 2012 1:53 PM

From Karen Nicholson- Director of Student Health and Counseling Services:

"My questions are for clarification: How will the audiometers, otoscopes, nasometers, and "treatment materials" be used? Will they be used on the anatomical models or on actual individuals? Who will oversee the use of these if used on people? Will there be expectations for "rotations" at clinical locations or will there be rotations held on campus? What is included in "beginning clinical practice and evidence-based practice"? These questions are trying to determine if there will be "medical services" provided as a part of the curriculum."

From Career Center Counselor:

1) Which advisor would a student who wants to pursue a MA in CSD see for assistance with UG planning? LBST advisor? I’m guessing not EL until 2014?
2) Since the proposed implementation date is Fall 2014, and a student cannot yet take any CSD courses, is it safe to assume that a UG student who taking the prerequisite courses for the MA program, would be able to apply any equivalent classes to the BA-CSD program even though it's through EL?
3) Should we be advising the students to play is safe and follow the LBST courses to ensure graduation with a BA through CSUSM?
4) Should I refer UG students to Suzanne Moineau for information about this?

I recognize it’s probably early in this process for me to be asking these specific questions, but I’m working with several students who will be caught in “limbo” and would like to help make the transition as easy as possible for them. I don’t see anything in the message to help me understand what the transitional process would be. I would love to hear what the advising team is thinking.

Email sent by David Barsky, Associate Vice President for Academic Programs
Tuesday, October 16, 2012 2:22 PM

Sue,

Below, please find my own comments on the CSD BA A-Form.

You don’t need to reply to me with answers, as these are raised mostly as questions to guide the development of the P-Form, should this program move forward.
1. I note that the planning is for 6 units of major requirements to be double-counted as UDGE. While there are some instances where such double-counting occurs, it usually is justified on the basis of extenuating factors (the major is a high-unit major and this is the only way to keep it under 120 units, the major is inherently inter/multidisciplinary and it would be redundant to also require UDGE in one of the divisional areas, etc.). You shouldn’t assume from the outset that such double-counting will automatically take place. If you find that it is necessary, I will be happy to look at it with you and make some recommendations/suggestions about how to go about trying to get the units double-counted when you go to prepare the P Form.

2. The A-form says that you will have 27 units at the lower-division level and 48 at the upper-division level. I don’t know exactly what the specific requirements are going to be, but 75 units seems very “heavy” for a major in a Bachelor of Arts degree. It also makes for a rather inflexible program where every course that a student takes needs to be carefully selected. I haven’t done an extensive catalog search, but off the top of my head, I think that the highest unit major we offer in connection with a BA is Visual and Performing Arts (with the combined LD and UD units coming in the 52-60 unit range).

3. One of the things that will need to be clearly articulated is how this major would be marketed and how students would be recruited. As I read this, it appears that all 120 units will be offered through Extended Learning. This suggests that students will need to know that they want to pursue a career in Speech-Language Pathology from the moment that they step foot on the campus. How will things work for a student who gets part way into the program and then realizes that s/he is not cut out for this field and who then wants to change to one of the other (state-support) majors that the campus offers? What about students changing their minds in the other direction (starting out in some other major, say, Nursing, and then deciding that CSD looks more interesting to them). If the lower-division preparation courses that you are planning are not too specialized, perhaps the model for this major might be something that begins essentially at the upper-division; that would allow students to opt in as they move to upper-division which is when one might expect that they have a better sense of what they really want to study. In fact, if you are able to sufficiently concentrate the curriculum, then this begins to sound less like a major, and more like a certificate that students can earn together with a major in some other field, such as Human Development.

4. One statement that I noticed in the first paragraph on the section on “Demand” was that the lack of a major in CSD “significantly restricts [the] ability [of CSUSM students] to apply to a broad range of graduate programs as they do not have the requisite coursework to be competitive.” Is this really the case? I had thought that it was quite common in SLP for students to pick up the prerequisite courses while majoring in something else. I’ve looked up a few programs and see language similar to what’s on the website at CSU Long Beach (http://www.csulb.edu/colleges/chhs/departments/communicative-disorders/graduate-program/): STUDENTS MUST HAVE EITHER A BACHELOR’S DEGREE IN COMMUNICATIVE DISORDERS—OR— A BACHELOR’S DEGREE IN ANOTHER FIELD AND AT LEAST 30 SEMESTER (sic) UNITS (45 QUARTER UNITS) IN COMMUNICATIVE DISORDERS TO APPLY TO OUR GRADUATE PROGRAMS. This ties into the previous point asking why a full major is necessary, and might need to be better explained (e.g., maybe there are plenty of master’s programs that require a major in CSD as an admission requirement).

5. I don’t see it mentioned in the item on “Relation to Existing Programs,” but we do already have a CSD Certificate program. It will be important n the P form to spell out the
differences between the certificate and the major, and also the future of the certificate. Is the plan to continue offering it when the major comes along, or will it be discontinued? Also, what do we know about how many students are following the certificate at what they do when they complete it?

– David
DATE: November 1, 2012
To: Budget and Long Range Planning Committee
From: Wayne Veres
    Interim Dean, Library
Subject: Library Comments for the A form for Bachelor of Arts in Communicative Sciences and Disorders (BA in CSD)

Thank you for the opportunity to provide additional comments for the A-form, BA in CSD. We are pleased to read the program proposer has considered and anticipated there will be additional Library resource needs. It is essential that the Library begins discussions with the program proposer early in the P-form formation process to ensure that students and faculty have sufficient Library resources. Please contact the Dean of the Library when budget discussions begin with Extended Learning in order to begin this planning process.

During the P-form and budget formation process Yvonne Meulemans, Information Literacy Coordinator, and Toni Olivas, Education Librarian will help ensure sufficient resources and expertise from the Library will be detailed on the P-form.

cc: David Barsky
    Virginia Mann
    Teresa Macklin
    Hua Yi
    Yvonne Meulemans
    Toni Olivas
MEMORANDUM

DATE: 14 November 2012

TO: David Barsky, AVP for Academic Programs

FROM: Adam Shapiro, Dean, CHABSS

SUBJECT: A-Form for BA in Communicative Sciences Disorders (CSD)

Thank you for the opportunity to review the CSD A-Form. CHABSS looks forward to partnering with our colleagues in the College of Education, Health and Human Services to make this BA possible through Extended Learning (EL). Given the expressed goal to offer the full degree through EL, we assume that all GE requirements will need to be met through EL offerings. Do you know if Dr. Moineau has been in conversation with colleagues in CHABSS, the College of Science and Mathematics, and First-Year Programs about the requisite GE offerings for this degree (Areas A, B, C, D, E, and the language other than English requirement). We are not currently aware of proposals for ensuring that CSD majors will have the necessary GE courses at the lower- and upper-division levels available through EL. We do know that CHABSS would be responsible for the majority of the GE requirements, namely Areas A, C, and D (with limited offerings in Area B); and the language other than English.

We welcome the opportunity to meet with Dr. Moineau and with our colleagues in EL to develop a GE package that will serve degree programs offered through EL.

cc: Dawn Formo, Associate Dean, CHABSS, Instruction and Academic Programs
    Patty Seleski, Associate Dean, CHABSS, Budget and Operations
Hi David,

I want to thank you again for your time, as well as that of other stakeholders in reviewing the A form for the proposed BA in ComDis.

As per our discussion, I am writing to go on record that subsequent to your feedback regarding the unit distribution for the major, I am proposing that the A form move forward to BLP with the program being changed from a BA to a BS. The unit load for the major is comparable and completely in-line with other BS programs in the CSUSM.

I thank you for your consideration.

Best,
sue

Suzanne Moineau, Ph.D., CCC/SLP
Associate Professor/Director, Program in Communicative Sciences and Disorders
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