PROGRAM ABSTRACT - Form A

Proposed Degree Title: M.S. in Speech-Language Pathology
B.A., B.S., M.A., M.S., etc. Discipline

COLLEGE: CoEHHS Proposed Implementation Date Spring 2015

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 all members of Provost’s Council and the President’s Cabinet) 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.

Directions.

• 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.

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?

[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

(i) 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),

(ii) A list of neighboring institutions, public or private, currently offering the proposed degree major program,

(iii) Information indicating substantial regional demand for individuals who have earned this degree (contact the Career Center for assistance), and

(iv) 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: Give preliminary estimates of the following resources needed to implement the program:

- Additional faculty positions;
- 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).

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.

If there are recognized accrediting bodies in the program area, what are the accreditation criteria and how necessary is accreditation?

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

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**REVIEW PROCESS**

1. Originator (Please Print and Sign)  
   [Signature]  
   4/21/13  

2. Program/Department Director/Chair*  
   [Signature]  
   4/21/13  

3. College Curriculum/Planning Committee*  
   [Signature]  
   5/22/13  

4. College Dean (or Designee)*  
   [Signature]  
   5/13/13  

* Signature indicates support that the proposed program move forward for consideration for placement on the UAMP.
PROGRAM ABSTRACT- FORM A

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

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

The Option in Communicative Sciences and Disorders (CSD) Program has been in operation through Extended Learning since Fall 2010 and has just accepted its fourth cohort of graduate students to begin in Fall 2013. This proposal to elevate the program from an Option within the MA in Education to a stand-alone degree within the field of Speech-Language Pathology/Communicative Sciences and Disorders is motivated by a number of factors: 1) as our program has expanded from a focus on public-school practice to include practice in other settings (medical, private, corporate), a degree in Education can be limiting to our students in their options for clinical placements and employment. Clinical Directors and employers within the medical community have expressed concern for preparedness to work within settings outside of education given that our degree title suggests that the program is education based. Moreover, while faculty can educate our partners within the local community, a degree in Communicative Disorders or Speech-Language Pathology has shared meaning in our field without need for qualification; 2) the common courses that we once shared with the Education MA have been modified and are currently on the UCC agenda for review to include coverage of content for the full scope of practice within our field (e.g. EDUC 622 Research Methods in Education has just been proposed as an EDSL 622 that focuses on evidence based practice (EBP) and research within the field of communicative sciences and disorders and includes coverage of EBP and research in the medical field and with adult populations that is not covered in EDUC 622. Additional course proposal changes are: EDEX 602 to EDSL 602; and EDMX 631 and 632 to EDSL versions of each). These course proposals and changes reflect further the dissociation between the degree in Education vs. CSD or SLP; and 3) as the CSD moves forward towards independent departmental status, we believe it imperative to have a stand-alone degree that accurately reflects the full scope of our field and is widely recognized by our colleagues within the CSU system and across the nation.
We have made a number of changes to our existing 75-unit program to align ourselves better across the scope of content and practice within our field. This degree proposal will come with very few remaining changes as we have submitted curricular changes the last 3 years in a row, including adding a one-unit course not reflected in our current curriculum to bring our degree to 76-units. This proposal would thus come with minor curriculum changes, including: 1) changing all EDSL prefixes to SLP prefixes via C-2 forms; and 2) moving EDUC 698: Culminating Experience to SLP 698: Summative Experience and Assessment by submitting a C-2 form for prefix and title change. We do not anticipate any impact on Library or IITS at this time as we are not adding anything to our library collection or processing needs since we have a fully operational program.

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

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

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 MS in SLP is a reflection of a rigorous curriculum and clinical designed with the depth and breadth of content knowledge and skills to meet the standards of practice for an entry-level clinician. The courses are designed with innovative teaching to prepare students to practice in a wide variety of settings. We almost exclusively use a ‘flipped classroom’ approach to our courses in that we record chats and post them on Moodle so that time in the classroom can be spent in developing critical problem solving skills for case management.

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

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 MS program, CSUSM will be directly addressing the vision statement by developing highly specialized programs that respond to regional needs.

3) Demand: As noted above, this program has been running as an option in the MA in Education since Fall 2010. In our first year of operation, we had just shy of 100 applications. In our second year, we have just over 100 applications. In both 2012 and 2013, we had over 250 applications in each year. There is a significant demand for this program. We began operations with 25 students and have expanded to accept 32 in each cohort, due to the growing demand. Once again, this program is up and running and has been in operation for 3 years. We are simply proposing a degree title change to coincide with the numerous recent changes that have been proposed and approved through the UCC to align our curriculum to the standards across the scope of practice within our field. As it speaks to demand, this proposal to align our degree with other programs in our field makes us more recognizable and attractive to candidates within our region, the state and the nation. To reiterate, the current degree title is not standard for individuals in our field. It makes it difficult for interested students to determine if this is equivalent to the degrees they recognize (e.g. MS in Speech-Language Pathology; MA in Communicative Disorders). Second, the title is a misnomer as this degree is much broader than Education in that we cover the lifespan with our practice and work in a wide variety of settings, education being only one of them. Finally, it has been challenging to accept students who already hold an MA in Education into our program as we have not been able to issue a second degree with the same exact title.

4) Resources: This program currently runs out of Extended Learning and the proposal is to keep it in Extended Learning. Thus it would remain a fully self-support program, not requiring state funds. We currently have three tenure-track faculty members (two of which are exclusive to our program and another from Special Ed who covers content within our program), 2 full-time lecturers, 5 adjunct lecturers, a part-time clinical director and supervisor and numerous summer supervisors who cover all aspects of academic and clinical preparation. No additional hires are
needed to support this degree proposal. We have a full accompaniment of assessment and treatment tools (including specialized equipment) and a budget that adequately supports our current operations and annual needs ($12,000 AY in the current EL budget for our program). As well, we have a library and IITS budget that supports our current operations. No changes are being proposed that would significantly impact our budget, at present. The program will not require additional space as we have not proposed any additional elements to the current program.

It is expected that this program will run on self-support for at least the next seven years (this is the time frame noted on the A form), with consideration at that time as to whether or not stateside funds can support this program.

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. This is consistent with our current operation.

6) Accreditation: We currently hold Pre-Accreditation (In-Candidacy) status with the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association. We obtained that status in May 2010. This period is from August 2010-August 2015. We have received exceedingly positive reviews on our annual reports to demonstrate maintenance of the standards and are prepared to apply for Initial Accreditation within the 5 year window (either this August 2013 or August 2014- we are awaiting a live visit with the CAA reps on April 18).

7) Relation to Existing programs: This degree proposal is a currently existing program and provides a career avenue for many students majoring in HD, psychology, linguistics, and liberal studies. As we do not require a bachelor’s degree in the field, it enables folks with alternative backgrounds to enter with a grouping of prerequisite courses that lay the foundation in typical communication and development. We have strong collaborations with faculty in all of these departments and provide education to their students regarding career options within our fields.