

**College of Education, Health, and Human Services**

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**CEHHS STUDENT SERVICES**

- Successful discontinuation of the Pre-Health Science pre-major – 590 students
  - Spring/Fall 2017 email campaign to Pre-Health students regarding transition from Pre-Health to alternative major or 2<sup>nd</sup> major and attend a ‘change of major’ workshop
  - Fall 2017 80+ students attended ‘Change of major’ workshops
  - Outcomes from one/one advising, emails, and workshops to move students into alternative majors:
    - Fall 2016 - 590 Pre-Health majors
    - Spring 2017 - 405 Pre-Health majors
    - Fall 2017 - 186 Pre-Health majors
  - Spring 2018 – 163 remaining students are in the process of applying to the TBSN for Fall 2018
- Supported a student population of over 2400 undergraduate students
  - 1253 students (HD, ICP, SLP)
  - 1226 students (Pre-Health, P-Kine, KINE, NURS)
  - Advising Contacts
    - 3195 individual student appointments
    - 1456 unique individual student appointments
    - 38 group-advising sessions
- Successfully migrated academic scheduling for Human Development and Kinesiology undergraduate majors to CEHHS Student Services
  - New process has improved the accuracy of courses scheduled (e.g. ERGs, prerequisites, etc.), which in turn has improved the student experience
  - Process has also allowed the College to project course need more accurately which has affected the accuracy of our FTES allocation
- In collaboration with IITS and the University Library, piloted and launched DocuSign for the University’s Electronic Theses, Projects, and Dissertations (ETD) forms
  - Managed DocuSign process for all online CEHHS candidates, all MPH candidates and any other departments that opt-in
- Processed and evaluated 59 candidates’ files in Fall 2017 for Masters degree conferral—highest number of Fall masters graduates from CEHHS within the past 5 years
- Increased the number of applicants to teacher preparation programs by 20% for Fall 2017
- Facilitated School of Education (SOE) transition from California Commission on Teacher Credentialing (CTC) Biennial Reports to new online Annual Data System

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**HUMAN DEVELOPMENT DEPARTMENT**

- Dr. Teru Toyokawa started as Department Chair in August 2017.
- The Department hired a tenure-track faculty position (Child Development Position)
- HD faculty continued to work collaboratively with Kinesiology on Fall Prevention and Injury Recovery Project.
- HD faculty continued to work collaboratively with COBA providing HD students with opportunities to work with CoBA students through three Senior Projects.
- HD faculty worked with National Latino Research Center to support Latino/a students academically and socially on the CSUSM campus.
- HD faculty worked with CoBA, local high schools, and Extended Learning to make significant progress in implementing Youth University Mentorship and Food Culinary Skills Training Program.
- HD students engaged in eight projects through participating in *Democracy in Action* (a community engagement practice through which CSUSM faculty and students partner with a local city government).
- The HD Student Poster Presentation Session was held in spring. Approximately 23 posters from HD courses and professional conference presentations in the past were presented.
- One HD senior student won the best undergraduate poster presentation award at the Northwest Conference of Family Relations Conference.
- In total 67 HD Club members contributed to CSUSM and local communities through volunteering at 6 events (e.g., San Diego Food Bank, Carlsbad 5000, Cesar Chavez Day of Service), spending approximately 250 hours on volunteer work.
- HD students and faculty organized a support group for HD students who are parents to provide an opportunity for parent students to share their experiences and challenges. Eight students and six faculty members attended the group meeting.

**KINESIOLOGY DEPARTMENT**

- The department successfully launched the new Accelerated BS in Kinesiology program through Extended Learning.
- The department doubled enrollment in the Temecula BS Kinesiology program.
- The department graduated the first cohort of Kinesiology MS students with a 100% completion rate.
- CSUSM faculty developed a new Virtual Reality laboratory to be used for research and instruction.
- The department hosted guest speaker Dr. Sara Ostadabbas to help launch new VR lab.
- The department implemented revised KINE curriculum and major options in Fall 2017.

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- Kinesiology faculty served on conference planning committees for a national statistics conference.
- Kinesiology faculty member received the CEHHS Service Leadership Award
- Kinesiology faculty member served as external review for WASC accreditation of the Kinesiology Department at the University of St. Katherine in San Marcos.
- Kinesiology faculty member organized the 2018 Kick Toxic Butts off Campus (4,056 butts collected with 64 student/staff volunteers).
- Kinesiology faculty have mentored four undergraduate students through the Faculty Mentoring Program.
- Kinesiology faculty, together with the Office of Internships, provided oversight of approximately 200 undergraduate student interns totaling 18,000 volunteer hours.
- Kinesiology faculty established new community research partnerships with Rock Steady Boxing, High Tech High, and Oceanside Police Department.
- Kinesiology faculty served on grant review panels for National Science Foundation and Department of Defense.
- Kinesiology faculty received a total of \$30k in internal funding, with another \$13k still under review.
- Kinesiology faculty received a total of \$45k in external funding.
- Kinesiology faculty submitted six proposals for external funding to the NIH and the Keck Foundation for a total of \$1.8mil.
- Kinesiology faculty published 23 peer reviewed journal articles, with another eight currently under review. Most publications include at least one undergraduate student as a co-author.
- Kinesiology faculty presented 17 research abstracts at national conferences. Most abstracts include at least one undergraduate or graduate student as a co-author.
- Two CSUSM Kinesiology students participated in the undergraduate student research competition at the annual meeting of the Southwest chapter of the American College of Sports Medicine.

**PUBLIC HEALTH DEPARTMENT**

- A new tenure-track faculty was added - Dr. Asherlev Santos was hired as Assistant Professor for Global Health in Fall 2017.
- A total of 31 and 8 students were admitted, matriculated, and participated in orientation for Fall 2017 and Spring 2018 semesters (Cohorts 3 & 4), respectively.
- A total of 37 MPH students from Fall 2016 and Spring 2017 cohorts graduated and were awarded their diplomas during the CSUSM's Spring 2018 Commencement Ceremony.
- Innaugural MPH Graduation & Awards Ceremony was held on 12/14/17 (Fall 2016 Cohort) and a second ceremony was held on 5/16/18 (Spring 2017 Cohort).

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- Five (5) MPH students (in collaboration with students from the School of Nursing) participated in the 4-week winter 2017 Study Abroad program to Vietnam.
- MPH students presented posters at the UCSD Epidemiology Exchange and CSUSM Student Research Symposium.
- Four MPH students attended and represented CSUSM at the 2018 Health Policy meeting in Sacramento.
- Academic Senate has approved the “Public Health Department RTP Standards” (December 6, 2017).
- WSCUC Substantive Change Program Screening Forms were submitted and approval received (no changes needed) to start online sections for the two MPH concentrations.
- MPH Faculty Retreat was held in August 2017 to discuss important program-related issues.
- Dr. Emmanuel Iyiegboniwe presented papers at the 2017 APHA conference in Atlanta, Water Resources & Policy Institute annual conference at CSUSB Palm Desert campus (April 2018), the Athens Institute for Education & Research’s 13th Annual International Symposium on Environment (May 2018), and CSU International Partnership Seminar in Ghana (June 2018). Also, submitted (with a colleague in Computer Science) a CSU Transportation Consortium grant (\$75,000).
- Dr. Christina Holub submitted several grants: NIH R21 grant for \$411, 968, NIH R15 grant for \$300,000, and awarded the Howell grant for \$15,000. Also, attended an “invitation-only” NIMHD-sponsored workshop on health disparities and grant writing in Washington DC last summer, wrote a book chapter update, had a joint paper publication, and completed the CSUSM Research Booth Camp.
- Dr. Deborah Morton was a Co-PI of the “Graduating American Indians into Nursing” (GAIN) Grant program in the School of Nursing and took 3 nursing students on a trip to New Mexico last summer; received NCHES3 collaboration grant and invited Dr. Lori Arviso Alvord (first Navajo woman surgeon) to CSUSM campus. Also, the GAIN grant was profiled in President Haynes Annual Report to Tribal Nations.
- Dr. Asherlev Santos presented a paper at the 2017 APHA conference in Atlanta.
- Lisa Bandong was awarded the “2017 Individual Breastfeeding Champion” by San Diego County Breastfeeding Coalition. She was interviewed on her role in lactation support on CSUSM campus for publication in the Steps Magazine, worked with students who presented their research poster at the annual California Breastfeeding Summit, and awarded a CSUSM Palliative Care grant to complete a feasibility study on a proposed curriculum regarding polycystic ovarian syndrome.
- MPH faculty are serving at the University Academic Senate during the 2017-2018 academic year.

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**SCHOOL OF EDUCATION**

- Development of an Education Lab ongoing (see appendix A)
- Initiatives to Recruit, Diversify, and Support Teachers
  - School of Education Recruitment Mentor Committee established as a standing committee
  - Be A Teacher Pathways Online Community implemented (400 members so far), includes targeted mentoring, personal email contacts, and pizza lunch information session. (See Appendix B)
  - Math Science Teacher Initiative (MSTI): STEM teacher recruitment, scholarships, and Faculty Champion for Teacher Recruitment (FaCTR)
  - Encuentros Leadership Summer Residential Teacher Academy
  - CSUSM Integrated Teacher Education Program (ITEP)
  - [Project ACCEPT](#): Grant to provide scholarships and other support to Bilingual Teacher Candidates and In-service Teachers to obtain the dual language certificate
- Regional Educators Pathways Advisory Committee (REPAC) continues to meet one time each (See Appendix C)
- Program Elevations for Master's Programs
- M.A. in Education Administration
- M.A. in Literacy
- M.A. in Special Education
- M.A. in (new name for General Option coming soon)
- [Community Outreach and Partnerships](#) include
  - Distinguished Teacher in Residence program
  - San Marcos Writing Project
  - North County Professional Development Federation
  - Virginia Hansen Curriculum Center and Symposium
  - California Mini-Corps
  - Project ACCEPT: Aligning the Common Core for English Learners, Parents and Teachers
- STEM Opportunities
  - [CSUSM Robert Noyce Teacher Scholars Program](#)
  - [Cougar Mathematics and Science Teacher Scholars Program](#)

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Appendix A

Hansen Education Curriculum Lab  
Proposed by the School of Education  
Spring 2018

Submitted by the Ad Hoc Committee Members: Rebecca Brooks, Annette Daoud, Joni Kolman, Christina Adamson, and Jennifer Woods in collaboration with Hansen Committee Members and Pat Stall, Director SOE.

CSUSM's School of Education prepares next generation educators through cutting-edge credential and graduate programs. Our faculty brings great experience and expertise to the classroom while our curriculum meets and exceeds all state standards. In order to provide and model effective pedagogy and current curriculum, our classroom environments must be reflective of innovative, state of the art settings. Our educator preparation classrooms need to capture the essence of 21<sup>st</sup> Century, up-to-date learning environments and curriculum to provide a model for innovative and effective teaching and learning. Educators need to be better prepared to teach 21<sup>st</sup> century curriculum in innovative spaces and/or be able to create 21<sup>st</sup> Century curriculum that prepare K-12 students for college and career readiness (<http://design39campus.com/>, [Linked Learning Alliance](#), [ConnectEd](#), [Lucas Education Research](#)).

To maximize the learning experiences of our students in our educator preparation programs, the School of Education is re-envisioning Kellogg 5102 and the Hansen Curriculum Center as an Education Curriculum Lab, to exemplify classroom settings that supports 21<sup>st</sup> Century curriculum and pedagogy, including the implementation of a large variety of cooperative group learning, technology advances, and flexible learning environments. The George Lucas Foundation highlights three critical elements to classroom design: zone (e.g. whole group, small group, furniture types/arrangements, etc.), accessibility (e.g. whiteboards, visuals, resources within the room, etc.) and mobility (e.g. flexible environments that meets the needs of all learners, technology, etc.) Creating and providing an education lab with these elements in mind would allow faculty to demonstrate and model the strategies that they are teaching. Our students would experience hands-on activities and exposure to a variety of innovative teaching ideas and classroom arrangements.

To accomplish our goal of providing a rich environmental learning model, in spring 2017 the School of Education faculty explored re-envisioning the space in Kellogg 5102 and the existing Hansen Workroom and Collection area. If this space is unavailable, then a space similar in size, such as UH 444, would allow us to design the 21<sup>st</sup> Century classroom space we envision. The new Education Curriculum lab/classroom would be reflective of current best practices in teaching, advancements in technology, and flexible learning environments. This room would be used as an Education Lab for

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Education prerequisite, credential, and graduate classes. We could also use the space as a demonstration lab for the K-12 educator community in special events on weekends and in the summer, thereby maximizing space usage.

In the 20<sup>th</sup> Century and before the internet, curriculum centers for educator preparation programs provided physical curriculum resources that prospective teachers could use to plan lessons, explore a variety of activities, and become familiar with a broad range of materials that would not otherwise be available. When the Hansen Endowment was provided to the CSUSM College of Education in the 20<sup>th</sup> Century, the purpose was “...to ensure that CSUSM faculty and students who are preparing to teach in grades K through 6<sup>th</sup> grade (later amended to K-12 grades) ...have up-to-date instructional materials available to them and to improve teacher practice and student learning...” In the 21<sup>st</sup> Century, “up-to-date” means that teachers generally go to the world wide web to search for current content, engaging activities, video, experts, etc. to supplement their state and district approved curriculum and/or create curriculum. “Up-to-date” equates to our goal of implementing a large variety of cooperative group learning, technology advances, and flexible learning environments that model for new teachers how to find and use “up-to-date” materials and technology to supplement, augment, and create curriculum.

In a 2017 survey to the School of Education faculty, only 30% responded that they use the current Hansen Curriculum Center for their own purposes 5+ times per year. Sixty percent indicated that they used it less than 4 times per year or never. Sixty per cent indicated that they do not have assignments that require students to use the curriculum center. As one faculty member noted, “It has a nice collection of materials. They probably have not been used often because most SOE teacher candidates are off campus [at school sites].” Another noted that, “...it appears the items in the curriculum center are outdated.” In many regards, print materials can become outdated faster than they are produced. That is not to say that print materials are not used and valued in schools. What it does mean is that to maximize the Hansen Endowment and to remain true to the purpose of “having up-to-date” instructional materials, we need to re-envision what curriculum is and how it is accessed.

The School of Education is requesting space to be able to provide our students in educator preparation programs with cutting edge and up-to-date learning spaces and curriculum. We are also requesting that the Hansen Endowment funds be returned to the SOE for the purpose of creating and maintaining our new vision of the Hansen Curriculum Education Lab. Currently, the bulk of funds are with the library, which ordered materials and staffed student workers to oversee the curriculum room. This will no longer be necessary or even practical.

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Appendix B

Educator Recruitment Committee's (ERC) Report  
(SOE Community, May 2018)

The SOE ERC focused this year on recruitment to address the teacher shortage.

1. The Be A Teacher Pathway Community (BATPC) was fully implemented this year. Students at CSUSM as well as at participating Jr. Colleges in the region interested in pursuing a teaching credential were able to sign up on the website [Be A Teacher Pathway Community](#) to become member. Members had access to a variety of helpful resources on the website, such as "Pathway Progress Checklist", links to Scholarship & Grants, etc., and they were sent emails inviting them to ERC events and opportunities.
2. BATPC database is at 431 members as of (04.26.18). They are potential applicants to SOE credential programs.
3. All prerequisite course instructors (ED 350, ED 364, ED 422) are encouraged to share this BATPC website and support their students to sign up to become a member of the B A Teacher Pathway Community.
4. First Responders are Faculty volunteers making an initial contact via a welcome email with students who signed up to become a member of the Be A Teacher Pathway Community. There were six First Responders during AY 2017-18. The ERC will extend invitations for more First Responders at the beginning of each semester. It has become clear that more First Responders are needed.
5. ERC sponsored four events this AY: Each event over the course of the year has seen increased participation (40-50 as an average). Members of the BATPC were sent emails inviting them to each of the following ERC events. Fall General Assembly on Oct 19, 2017, Teach Grant Workshop on Nov. 14, 2017, Spring General Assembly Feb. 13, 2018, Panel Discussion by Teacher Candidates on April 19, 2018, CA Teachers Summit, July 27, 2018. ERC has also supported efforts such as "Discover CSUSM Saturday", April 2018 and promoted educational events such as Super Stem Saturday.
6. An ERC Handbook was completed this year as a resource for ERC members. It details the ERC activities calendar and provides information to support the duties of the ERC.
7. The ERC started building collaborations, associations and/or communications with individuals, groups and organizations involved in teacher recruitment. 1) Outreach efforts by the SOE



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Recruitment & Outreach Coordinator, John Bowman, who is member of ERC, 2) Recruitment of students in STEM majors: Science, Dr. Ochanji and Math, Dr. Chen, 3) Mentorship of members of BATchr Pathway Community from underserved populations by Faculty Mentors who provide the ERC bi-annual updates on their efforts. 4) The ERC is interested in pursuing collaborations with the recruitment efforts of partnering institutions such as Mira Costa and Palomar.

8. Bi-annual updates to the ERC by Faculty Mentors show they have focused their efforts on supporting underserved students to successfully prepare for admissions to the credential program. This AY 5 Faculty Mentors have selected students to mentor for the BATchr Pathway Community database. Faculty Mentors have maintained a sustained line of communication with mentees, answered questions individually, held one-on-one and group meetings, participated in orientation sessions, and extended invitations to ERC events.

9. ERC expects statistics from Education Services by Aug/Sept to show the number of students from the BATchr Pathway Community that have been admitted to SOE credential programs this first year. Reports from the data will be broken down by demographics as well as other categories.

Lessons learned:

1. The ERC learned that it is possible to develop SOE organizational capacity for sustained and meaningful recruitment efforts characterized by the following: 1) the SOE community provides a sense of connection, support, and inspiration for students interested in pursuing teaching. 2) the SOE community provides timely, accessible information and supports students acting on those requirements in a timely fashion in order to be fully prepared for admission to the credential programs.
2. The ERC learned from Mentors that students of color, in particular men of color, experience a wide variety of barriers to pursuing teaching and becoming fully prepared for admissions to the credential programs. This is a challenge that a supportive community, such as the BATPC and supportive relationships, such as Mentoring can help address.
3. One measure of success will be determined by the increment of candidates of color to our credential programs on a yearly basis.

Manuel Vargas, chair, ERC.

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**SCHOOL OF NURSING**

- Held 4 Pinning Ceremonies to honor our graduating seniors from the TBSN and ABSN programs
- Honored one of our students (unable to complete the program due to catastrophic illness) with honorary pinning and degree
- Held our Annual SON Community Partner Advisory Board Meeting Nov 2017
- Held our Annual SON Preceptor Appreciation Dinner April 2018
- Renewed our collaboration with Kaiser Permanente to take 2 cohorts of 35 students 3 times a year (beginning fall 2018)
- Director served as an advisory board member for a variety of our SON community partners. The goals of these meets were to discuss the future direction of practice and ways we could move forward together
- 12 students SON students traveled to Vietnam on a month-long service learning study abroad experience
- A group of 53 nursing students (and faculty) visited our SON on a cultural exchange program from Jikei University in Japan. The group participated in class discussions and simulation experiences, as well as observed US nursing practices while visiting clinical agencies
- SON Director was invited to Jikei University in Japan to speak at their commencement as well as discuss and plan future cultural exchange visits between Jikei University and CSUSM SON
- Along with Ed Ashley SON has been analyzing their infrastructure on a “moving forward” project
- Stephanie Lichtwardt (CSUSM SON student) has been elected as the President of the California Student Nurse Organization
- Mary Baker won the Journal of San Diego Business Healthcare Hero Award
- Director elected as President-elect of the California Association of Colleges of Nursing
- Director attended several community partner Gala’s and developed relationships with a number of community members resulting in donations to the SON
- Received the Herma Sullivan Nursing Scholarship Fund to help students who may otherwise not be able to complete their program near the end due to financial challenges. This is a 5-year commitment awarding 2 students \$4000 each academic year
- SON students had a booth at the CSUSM Super STEM Saturday on 3/10 giving away 800 first aid kits to attendees
- Student Run Clinics served 635 individual patients with 4828 patients encounters and 5256 Volunteer Hours
  - 1480 Medical encounters
  - 302 Case Management encounters

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- 3046 Hygiene and Supply encounter
- Started curriculum redevelopment across programs to meet the needs of the changing practice of nursing and changes being rolled out by our accrediting bodies.
- Ongoing policy development and revisions to meet the needs of our programs and to guide our daily processes and operations.
- Our traditional nursing students will be directly admitted into our program from high school as freshmen, all necessary program/curricular changes have been approved by CAPC and Senate
- Student NCLEX results 100% pass rate for 83 students (80 first time, 3 repeats)
- SON is working with the State of California and the Board of Nursing to investigate and generate data on the impact of increasing approved number of simulation hours use within curriculum
- SON graduate team committee has revised their PLOs to better reflect the current and future practices of advanced practice nursing (CCNE has been notified of the substantive change)
- Director, as an Executive Board Member of the Council of Nursing and Anthropology (CONAA) and arm of the Society for Applied Anthropology (SFAA), attended the SFAA Annual Meeting March 2018 in Philadelphia, PA
- Two of our SON faculty Lisa Sheehan and Elvira Gomez had abstracts accepted for podium presentations at SFAA March 2018
- Four of our faculty have had manuscripts published
- One faculty Amy Carney is in progress on a book accepted by one of our professional nursing publishers. Dr. Carney will be using her fall 2018 sabbatical to complete the work on this book
- Susan Andrea received a grant through Office of Statewide Health Planning and Development *Family Nurse Practitioner Training Program* supported under the Song-Brown Health Care Workforce Training Act. The amount received was \$168,000 for a budget period of 6/30/2018 – 6/29/2019.
- Denise Boren continues to manage GAIN grant in the last year with 5 students anticipating renewal
- Currently we have 3 faculty working together awaiting an answer on a community health grant proposal submitted March 2018

**SOCIAL WORK DEPARTMENT**

- The Department of Social Work is fully accredited and actively preparing for the upcoming accreditation reaffirmation report due in 2019
- The Master of Social Work (MSW) program has approximately 150 students in the program, making it one of the largest graduate programs at CSUSM
- 58 MSW students Graduated in May 2018

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- Received renewal of Title IV-E Stipend Grant of 500,000 which provides 12 students with a stipend of \$18,500 each academic year to work within child welfare
- Received and successfully implemented the 2<sup>nd</sup> year of the Behavioral Health Stipend Grant of approximately \$150,000, which provided 7 students a stipend of 18,500 to work within public behavioral health
- The MSW program is deeply involved in the local community and MSW students complete 16-20 hours/week internships during the academic year in community organizations and agencies. In the 2017-2018 academic year, the program's 150 MSW students provided approximately 70,000 hours of pro bono social work services in local community organizations and agencies.
- Significantly revised MSW curriculum and evaluation processes to better meet student and community needs and to conform to new accreditation standards. This resulted in a change in MSW program specialization to *Advanced Generalist Practice*
- Faculty are actively engaged and excelling in teaching, research, and service activities
- Program is beginning Advanced Standing MSW program option in Fall 2018
- Hosted a MSW Program Colloquium on October 26, 2017 on *Economic Inequality in the U.S.* with Dr. Jennifer Myhre

**SPEECH LANGUAGE PATHOLOGY DEPARTMENT**

- We will graduate our seventh cohort of graduate students and continue to have a 100% pass rate on our national examination (Praxis in SLP) and a 100% employment rate.
- We will graduate Cohort 1 of the Bachelor of Science in SLP in Spring 2018.
- We welcomed Cohort 2 of the Bachelor of Science in SLP in Fall 2016.
- Cohort 6 of the SLP preparation program began in January 2017.
- We accepted 36 students into Cohort 9 of the Master of Science in SLP, 60 students in Cohort 3 of Bachelor of Science in SLP, and 120 students in the online SLP Preparation program.
- Our graduate students served over 170 clients this year, and provided over 4800 hours of free speech-language-communication-cognitive-swallowing services in CSUSM's own clinics.
- We hired a new Tenure Track faculty member with a specialization in bilingualism and literacy who will begin in Fall 2018.
- We successfully completed our first full year of a simulation program which has been implemented across our MS curriculum to help our students bridge knowledge and skills and gain confidence in clinical practice.
- One BS SLP student was accepted as a McNair Scholar.