

**UNDERGRADUATE PROGRAM CHANGE**

**Proposal for a Program Change**

**Department** SW & CSDS **Submission Date** 10.16.15

**Major**  **Minor**  **Concentration**

**Semester of Implementation** FALL 2016

**Retroactive? (If yes, please specify catalog year)** \_\_\_\_\_

**I. Summary of Proposed Program Change:**

	CURRENT	Check Box if no Change	PROPOSED CHANGE
Program Name	<u>Communication Sciences and Disorders</u>	<input checked="" type="checkbox"/>	_____
Credit Hours	<u>120</u>	<input checked="" type="checkbox"/>	_____
Course(s) to be Added	<u>None</u>	<input checked="" type="checkbox"/>	_____
Course(s) to be Removed	<u>None</u>	<input checked="" type="checkbox"/>	_____
Indicate courses to be substituted for removed courses			<u>None</u>
Course(s) to be Changed	<u>CSDS 206, CSDS 207, CSDS 285, CSDS 489, PHYS 103</u>	<input type="checkbox"/>	<u>CSDS 206 (Course description), CSDS 207 (Course description), CSDS 285 (Change from WR to SP), CSDS 489 (Eliminate SP), PHYS 103 (Make required course)</u>
Other Changes	<u>No minimum grade requirement for CSDS 285</u>	<input type="checkbox"/>	<u>An earned grade of "B" or better in CSDS 285</u>

**II. Proposed revision in catalog description of program.**

A. Provide current catalog copy. (*Attach extra sheet.*) – **See attached sheet.**

- B. Provide proposed revisions in catalog copy – use **bold** for new information, ~~strike through~~ for deletions, and *italicize* changes.

See attached.

III. Rationale for proposed changes. *Attach extra sheet if necessary.*

For CSDS 206: To include the credentials of sign language interpreters so that students completing the class will have an understanding of the difference between their current skills and those required to serve as a sign language interpreter. In the past, a number of students have believed, in error, that they were qualified to serve as interpreters for the deaf and hard of hearing after completing only one course in sign language. Thus, the rationale for the proposed changes is to fully inform students of the qualifications that are mandatory for employment in this field.

For CSDS 207: To provide future speech-language pathology students with background information on the acquisition of sign language in young children and to understand the overlap in responsibilities of various professionals serving children who are deaf and hard of hearing. The proposed change elaborates upon and provides a more complete description of this particular course.

For CSDS 285 (Request for mandatory earned grade of B or better): CSDS 285 is the foundation for successful practice in speech-language pathology and as such, the knowledge gained in this course underlies all other coursework that students complete to fulfill the major. In addition, our request is in accordance with other CSDS programs throughout the country that have implemented minimum standards and expectations for academic performance in this particular course. Also, it is well accepted that admission to any CSDS graduate program is highly competitive, with most programs accepting less than 10 percent of all perspective student applicants. It is common, standard, accepted practice for any CSDS graduate program to require a perspective student to repeat the language development course when the student has earned less than a grade of B. Thus, students should be required to earn a grade of B or better in this course before they are permitted to register for upper level CSDS courses. The proposed change will affect the “Gate Requirements” for all students enrolled in PCSDS. The grade requirement for CSDS 285 is also in keeping with our minimum GPOA of 3.0 in order for a student to pass through the CSDS “Gate.”

For CSDS 285 (Request to be made “no longer writing intensive”): CSDS majors currently have three writing intensive courses (CSDS 285, CSDS 489, and ENG 470). As only two writing intensive courses are required, we propose dropping CSDS 285 as a writing intensive class. Also, the current requirements for writing intensive courses suggest a cap on enrollment at 20 students. We offer a section of CSDS 285 each semester, but there are more than 20 students who need this course each semester. At this time, our faculty resources are limited and we are unable to offer more than one section per semester. Moreover, students enrolled in ENG 470 and CSDS 489 receive exemplary instruction in the processes of writing.

For CSDS 285 (Request to be made speaking intensive): CSDS majors need at least two speaking intensive courses beyond courses that are required for general education. CSDS 289 is both speaking and writing intensive. Due to an increase in our enrollment and to meet expectations, we request that CSDS 285 be made a speaking intensive course.

For PHYS 103: Currently, undergraduate students who are majoring in CSDS are strongly encouraged to take PHYS 103 to fulfill the natural science requirement, in addition to the course that is taken to meet Goal 6. The undergraduate program in CSDS is a pre-professional program, meaning that students who graduate with a baccalaureate degree in the major must pursue graduate school in order to practice in the profession. Currently, PHYS 103 is required for graduate school admission and is also required for professional licensure through the American Speech-Language-Hearing Association (ASHA). Effectuating this change will afford students the opportunity to take course as an undergraduate, rather than having to take the course as a graduate student. It has been our experience that students who have not taken the course have had to take it after earning their bachelor's degree, thus delaying admission to graduate school, and without the benefit of financial aid.

For CSDS 489: CSDS major need at least two speaking intensive courses beyond those courses that are required for general education. CSDS 289 is both speaking and writing intensive. Due to an increase in our enrollment and to meet expectations, we request that CSDS 285 (Language Development Across the Life Span) be made a speaking intensive course. CSDS 289 will remain writing intensive; we request that this course no longer be speaking intensive.

#### IV. Resource Assessment

##### A. Estimate any change in staff requirements that would result from this program change.

None

##### B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out this program change.

None

#### V. Affected Departments or Programs:

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes.

##### A. List other departments/programs that might be affected:

For CSDS 285 – No longer writing intensive/Change to Speaking Intensive: Department of English and Modern Languages, Teaching English as a Second Language.

For PHYS 103: Department of Chemistry and Physics.

##### B. Individuals contacted and date contacted:

For CSDS 285 – No longer writing intensive: Heather Lettner-Rust, Ph.D., Department of English and Modern Languages (Contacted on 09.08.14) and Wade Edwards, Ph.D., Department of English and Modern Languages (Contacted on 09.17.14).

For CSDS 285 – Speaking Intensive: Wade Edwards, Ph.D., Department of English and Modern Languages (Contacted on 04.06.15).

For PHYS 103: Melissa C. Rhoten, Ph.D., Department of Chemistry and Physics (Contacted 05.01.15).

**SIGNATURE PAGE**  
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SOCIAL WORK &  
 COMMUNICATION  
 SCIENCES AND  
 DISORDERS

COMMUNICATION SCIENCES AND  
 DISORDERS

Department \_\_\_\_\_ Program Name \_\_\_\_\_

VI. Approvals **Date Received** **Date Approved** **Signature**

1. Department Curriculum Committee Chair \_\_\_\_\_

2. Department Chair \_\_\_\_\_  
 The Department Chairs, whose programs may be affected, have been notified:

Department \_\_\_\_\_ Date Notified \_\_\_\_\_  
 Department \_\_\_\_\_ Date Notified \_\_\_\_\_  
 Department \_\_\_\_\_ Date Notified \_\_\_\_\_

3. College Dean \_\_\_\_\_

4. College Curriculum Committee \_\_\_\_\_

5. Educational Policy Committee \_\_\_\_\_

6. \*Faculty Senate \_\_\_\_\_

7. \*VPAA \_\_\_\_\_

8. \*OAIR (notification only) \_\_\_\_\_

9. \*BOV/SCHEV - VPAA will submit materials for approval

10. Date received by Registrar \_\_\_\_\_

\*Substantive change (see definition and consult EPC chair prior to submitting materials)

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:**

**February 1<sup>st</sup> to the College Curriculum Committee**  
**March 1<sup>st</sup> to the Educational Policy Committee (EPC)**

**Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.**

***Revised June 2012***