

AGENDA ITEM: Proposal for a New Bachelor of Arts Degree in Speech, Language, Hearing Sciences

ISSUE:

The Board of Trustees' policy adopted on August 7, 2002 states that the creation of new majors must be reviewed and approved by the Trustees. The Department of Communication Arts and Sciences is proposing the creation of a new major in Speech, Language, Hearing Sciences. The proposal for the new degree program has been approved by all internal review bodies and Interim Provost Curran. Final approval rests with the Trustees.

Since the passage of SB04-189, which modified CCHE's purview, the Commission review is limited to confirming that proposed programs are consistent with the institutional role and mission. Although proposals for new degree programs no longer require CCHE approval, MSCD has retained the proposal format developed by CCHE. Ten specific issues are addressed in the program proposal. Those issues, together with a staff assessment, are addressed below.

BACKGROUND:

Speech, Language, Hearing Sciences (SLHS) is currently a concentration area within the **Speech Communication** major. This discipline has existed within Speech Communications since 1974, when there were 17 courses in the area entitled *Communication Disorders and Voice Science*. During the most recent program review for Speech Communication, the external consultant and the College Program Review Committee both recommended that the program become an independent major. The program currently is the only Speech Communication concentration approved for Early Childhood and Elementary licensure.

SUMMARY OF ANALYSIS:

No additional resources or facilities are needed to offer the new major. The curriculum in the new major is only modified slightly from the current concentration within the Speech Communications major, with no new courses. The new major would still be housed in the Communications Arts and Sciences Department. There would be no additional reassigned time required beyond the small amount currently assigned to the SLHS Coordinator. As the program grows and budget allows, there is a need for a full-time clinical faculty member to support additional clinical experiences.

The program has averaged more than 10 graduates per year, so the program exceeds the benchmarks used to identify low demand programs. In addition, each year several students with previous baccalaureate degrees complete the coursework required for graduate study in the field. In fact, the two graduate programs in the state often recommend that these "leveling students" who have a degree in a related field take the required coursework at Metro State prior to applying to their graduate programs. In spring 2009, the program is offering 20 sections with an average enrollment of 22 students per section. (See the attached proposal for additional information).

RECOMMENDATION:

The Office of Academic Affairs recommends that the Board of Trustees approve the Program Proposal for the new Bachelor of Arts Degree in Speech, Language, Hearing Sciences.

METROPOLITAN STATE COLLEGE of DENVER

School of: Letters, Arts and Sciences
Department or Program: Speech, Language, Hearing Sciences

SPEECH, LANGUAGE, HEARING SCIENCES

Department of Communication Arts and Sciences

A major in Speech, Language, and Hearing Sciences (SLHS) provides a sound background for students pursuing careers in education, health care, and vocational rehabilitation. Graduates in Speech, Language, Hearing Sciences who complete the SLHS major will have the prerequisite coursework to pursue a graduate degree in Speech-Language Pathology or Audiology, which opens careers in schools, community clinics, hospitals, rehabilitation centers, and private practice. Additionally, the SLHS program offers an optional concentration in Childhood Communication and two certificates. The Speech-Language Pathology Assistant Certificate prepares students to become Speech-Language Pathology Assistants (SLPAs) and the Leveling Certificate allows students with a bachelors degree in another field to show they have completed the prerequisite coursework to apply to graduate school in speech-language pathology or audiology.

SPEECH, LANGUAGE, HEARING SCIENCES MAJOR FOR BACHELOR OF ARTS

A minor is required for students majoring in SLHS. Options include but are not limited to: biology, gerontology, linguistics, psychology, Spanish, special education, or speech communication. Students must earn a grade of "C" or better in all courses required for the major in order to progress through the program. Courses with grades lower than "C" will need to be repeated in order for the student to progress to courses requiring that course as a prerequisite. All general College requirements of a Bachelor of Arts degree must be met prior to graduation.

For students planning to seek a graduate degree in speech-language pathology or audiology and/or a career as a speech-language pathology assistant.

Table with 2 columns: COURSE and SEMESTER HOURS. Rows include SPE 1010 Public Speaking (3), BIO 1080 General Biology I (3), BIO 1090 General Biology Laboratory I (1), and MTH 1110 College Algebra (4).

*Required prerequisite courses may be used to fulfill General Studies requirements.

Table with 2 columns: COURSE and SEMESTER HOURS. Rows include ENG 2010 The Nature of Language (3), BIO 2310 Human Anatomy and Physiology I (4), SLHS 2530 Speech and Hearing Science (3), SLHS 2890 Language Acquisition (3), SLHS 3511 Anatomy and Physiology of Speech (3), SLHS 3540 Phonetics and Phonological Awareness (3), SLHS 3580 Speech Sound and Fluency Disorders (3), and SLHS 3600 Audiology I (3).

SLHS 3620 Aural Rehabilitation	3
SLHS 4500 Principles of Assessment and Intervention	3
SLHS 4510 Language Disorders.....	3
SLHS 1500 Introduction to Communication Sciences	
-or-	
SPE 3760 Cultural Influences on Communication *	3
<i>Subtotal</i>	37

*Course has additional prerequisites that must be satisfied.

Additional Courses (Select at least 5 hours)**

SLHS 1500 Introduction to Communication Sciences	3
SLHS 1610 American Sign Language I.....	3
SLHS 1620 American Sign Language II	3
SLHS 3610 Audiology II	2
SLHS 4550 Speech-Language Pathology Assistant Methods	4
SLHS 4551 Early Childhood Communication Assessment.....	3
SLHS 4552 Early Childhood Communication Intervention	1-3
<i>Subtotal</i>	5
<i>Total required for SLHS Major</i>	42

**Students who satisfy all required licensure coursework for Early Childhood or Elementary Licensure at MSCD may take 1 hour of elective(s) and complete the SLHS Major in 38 credits. Early Childhood Education licensure students may substitute MTH 1610 and MTH 1620 for MTH 1110. See Teacher Education Section for requirements.

The American Speech-Language-Hearing Association recommends undergraduates take a course in: a) statistics, b) physics, and c) human development. MSCD equivalents are: a) MTH 1210 Introduction to Statistics or PSY 2310 Introduction to Statistics for Social and Behavioral Sciences, b) PHY 1000 Introduction to Physics or PHY 3620 Physics of Sound and Music, and c) PSY 2210 Psychology of Human Development.

CHILDHOOD COMMUNICATION CONCENTRATION

The Childhood Communication Concentration within the SLHS major will provide early childhood and elementary educators with an option to concentrate their study of communication science in the area of language from birth to age 18.

REQUIRED PREREQUISITE COURSES*	SEMESTER HOURS
SPE 1010 Public Speaking.....	3
MTH 1110 College Algebra	4
PSY 1001 Introduction to Psychology.....	3

*Required prerequisite courses may be used to fulfill General Studies requirements.

REQUIRED COURSES	SEMESTER HOURS
SLHS 1500 Introduction to Communication Sciences	3
SLHS 1610 American Sign Language I.....	3
SLHS 2530 Speech and Hearing Science	3
SLHS 2890 Language Acquisition	3

SLHS 3540 Phonetics and Phonological Awareness	3
SLHS 3590 Classroom Intervention for Communication Disorders	3
SLHS 4500 Principles of Assessment and Intervention	3
ENG 2010 The Nature of Language	3
THE 3200 Oral Interpretation	3
PSY 3250 Child Psychology	3
PSY 3340 Cognitive Development and Learning	3
<i>Subtotal</i>	33

Additional Courses (Select at least 9 hours)**

SLHS 1620 American Sign Language II	3
SPE 1710 Interpersonal Communication	3
SLHS 3580 Speech Sound and Fluency Disorders	3
SPE 3760 Cultural Influences on Communication *	3
SLHS 4551 Early Childhood Communication Assessment	3
SLHS 4552 Early Childhood Communication Intervention	1-3
RDG 3530 Foundations of Language and Literacy for English Language Learners in Elementary Classrooms	3
ECE 3750 Enhancing English Language Learning in Early Childhood Education	3
THE 4220 Creative Dramatics for the Classroom Teacher	3
<i>Subtotal</i>	9
<i>Total required for Concentration</i>	42

*Course has prerequisites that must be satisfied.

**Students who satisfy all required licensure coursework for Early Childhood or Elementary Licensure at MSCD may select at least 3 hours of electives and complete the SLHS Major in 36 credits. See Teacher Education Section for requirements.

Speech, Language, Hearing Sciences Minor

Students seeking a Speech, Language, Hearing Sciences minor are required to take a minimum of 21 semester hours, 9 of which must be upper division.

REQUIRED COURSES	SEMESTER HOURS
SLHS 1500 Introduction to Communication Sciences	3
SLHS 2890 Language Acquisition	3
<i>Subtotal</i>	6

Select at least one of the following courses

SLHS 2530 Speech and Hearing Science	3
SLHS 3511 Anatomy and Physiology of Speech ¹	3
SLHS 3600 Audiology I	3
<i>Subtotal</i>	3-9

Select additional courses for a total of five electives ²

SLHS 1610 American Sign Language I	3
SLHS 1620 American Sign Language II ¹	3
SLHS 3540 Phonetics and Phonological Awareness	3
SLHS 3580 Speech Sound and Fluency Disorders ¹	3
SLHS 3590 Classroom Intervention for Communication Disorders ¹	3

SLHS 3620 Aural Rehabilitation ¹	3
SLHS 4510 Language Disorders.....	3
THE 3200 Oral Interpretation ¹	3
<i>Subtotal</i>	6-12
<i>Total</i>	21

¹ Course has prerequisites that must be satisfied.

² Additional elective courses are available and may be chosen and approved in consultation with an advisor in Speech, Language, Hearing Sciences.

Speech-Language Pathology Assistant Certificate

This certificate prepares students to obtain the Colorado Department of Education Authorization for Speech-Language Pathology Assistants. This authorization requires that a student has a bachelor’s degree in Speech, Language, Hearing Sciences (SLHS) or a bachelor’s degree in another field and the completion of all certificate requirements. MSCD prerequisites to SLHS 2530, SLHS 2890 and SLHS 3511 will be waived for these students. Entrance to the SLPA certificate program requires a 2.5 GPA in prerequisite SLHS courses and a grade of “C” or better in each certificate course.

PREREQUISITE COURSES	SEMESTER HOURS
SLHS 2530 Speech and Hearing Science	3
SLHS 2890 Language Acquisition	3
SLHS 3511 Anatomy and Physiology of Speech	3
SLHS 3540 Phonetics and Phonological Awareness	3
SLHS 3600 Audiology I	3

REQUIRED COURSES	SEMESTER HOURS
SLHS 3580 Speech Sound and Fluency Disorders	3
SLHS 3620 Aural Rehabilitation	3
SLHS 4500 Principles of Assessment and Intervention	3
SLHS 4510 Language Disorders.....	3
SLHS 4550 Speech-Language Pathology Assistant Methods	4
<i>Total</i>	16

Leveling Certificate in Speech, Language, Hearing Sciences

This certificate allows students with a bachelor’s degree in a field other than speech, language, hearing sciences (SLHS) to demonstrate completion of a specific sequence of foundational courses required by most graduate programs in speech-language pathology and audiology. Students who hold a leveling certificate obtain prerequisite coursework to pursue a graduate degree in speech-language pathology or audiology.

MSCD prerequisites to SLHS 2530, SLHS 2890 and SLHS 3511 will be waived for certificate-seeking students.

REQUIRED COURSES	SEMESTER HOURS
SLHS 2530 Speech and Hearing Science	3
SLHS 2890 Language Acquisition	3
SLHS 3511 Anatomy and Physiology of Speech	3
SLHS 3540 Phonetics and Phonological Awareness	3
SLHS 3580 Speech Sound and Fluency Disorders	3

SLHS 3600 Audiology I	3
SLHS 3620 Aural Rehabilitation	3
SLHS 4510 Language Disorders.....	3
<i>Total</i>	24

**Proposal for a
Metropolitan State College of Denver
Bachelor of Arts in Speech, Language, Hearing
Sciences**

Department of Communication Arts and Sciences

Speech, Language, Hearing Sciences Program

Catherine E. Curran, Ph.D. and Jean Lundy, Ed.D. Co-Coordinator

Proposal for Metropolitan State College of Denver Bachelor of Arts in Speech, Language, Hearing Sciences

1. Abstract – Brief Description of B. A. in Speech, Language, Hearing Sciences

The proposed Speech, Language, Hearing Sciences (SLHS) major gives students the knowledge and skills to successfully pursue graduate education in speech-language pathology and audiology—careers in which critical nationwide and statewide personnel shortages exist. Additionally, these majors provide a sound background for students pursuing careers in education, health care and other related fields. This proposal describes the rationale for changing the current Speech Communication: SLHS Concentration (Options A and B) into an independent Metro State major with one concentration in Childhood Communication.

2. MSCD Speech, Language, Hearing Sciences Major – Program, Mission, Goals, Vision

Program:

The current SLHS program with its two curricular tracks (Option A and B) is a concentration within the Speech Communication major. It is aligned with relevant standards proposed by the American Speech-Language-Hearing Association (ASHA), the Colorado Department of Education (CDE) Authorization for Speech-Language Pathology Assistants, and the Colorado Performance-Based Standards for Teachers. The standards are relevant to students who elect to pursue graduate education in speech-language pathology or audiology, early childhood or elementary teacher licensure, and a career as a speech-language pathology assistant. Both SLHS concentration tracts educate students about communication science, typical speech and language development, and communication differences/disorders. Students are engaged in classroom and community experiences that build foundational knowledge essential to serving persons with speech, language and/or hearing disabilities in education and health care settings. Currently, both SLHS curricular tracks (Options A and B) serve students seeking licensure in early childhood and elementary education. SLHS serves the general studies program of Metro State through its courses American Sign Language I and II. The SLHS program also provides coursework for majors in Special Education and Human Development.

SLHS Major:

We propose that the current Option A curricular track become the SLHS major. A focus would be to prepare students to obtain a firm foundation in communication sciences and disorders to support their application for graduate study in speech/language pathology, audiology or speech/hearing science. An additional focus would be to enable students to obtain the CDE Authorization for Speech-Language Pathology Assistants (SLPAs). The general SLHS major emphasizes biological and physical sciences with a more thorough introduction to etiology and effects of speech, language and hearing disorders needed for students pursuing careers in this field.

Childhood Communication Concentration:

We propose that the current SLHS Option B curricular track become a separate concentration within the major entitled Childhood Communication. A focus of this concentration would be to provide future educators and other professionals who serve children with an academic background that supports their understanding of communication science and how it relates to language and literacy development in diverse learners. The Childhood Communication concentration within the SLHS major will provide early childhood and elementary educators with an option to concentrate their study of communication science in the area of language from birth to age 18. This concentration allows students to take proportionally more courses focused on language and literacy and fewer courses emphasizing the anatomical and physiological basis underlying communication disorders than is contained the general SLHS major. While the concentration is designed for educators, students seeking licensure may choose to complete the SLHS major instead of the Childhood Communication concentration if they want a broader study of the biological and physical sciences, language, literacy, and disability.

Commonalities Between the General SLHS Major and the Childhood Communication Concentration:

Students majoring in the proposed SLHS or Childhood Communication concentration will demonstrate understanding of the anatomical, psychophysical, linguistic and psycholinguistic bases of communication, as well as basic principles and procedures for assessment and intervention for speech and language disorders/differences and hearing loss. Students majoring in either curricular option will extend their knowledge of language and literacy development in children and design/implement practicum activities to support communicative development and acquisition of educational standards for diverse learners. In this major, students will gain awareness of the ways children and adults are served by speech/language and hearing professionals in health care settings.

The SLHS program, with its major and concentration, will continue to provide coursework for majors in Special Education and Human Development and provide introductory knowledge in American Sign Language and Deaf culture to students with diverse career goals.

Mission:

The SLHS Major will educate students about communication science, typical speech and language development, communication differences and disorders. Throughout the curriculum, an appreciation of multicultural and multilingual populations is promoted. Students engage in classroom and community experiences that build foundational knowledge that is essential to the fields of speech-language pathology, audiology, education, and health care. They interact with local professionals through volunteer and practicum experiences. The SLHS major will continue to serve the Metropolitan State College of Denver general studies program by offering basic coursework in American Sign Language which includes an introduction to Deaf culture.

Goals:

To achieve this mission, our program goals include:

- 1) Provide rigorous undergraduate degree programs.

- 2) Utilize instructional activities that encourage students to be active, self-directed learners and develop problem-solving skills.
- 3) Allow students to interact with current technology in speech/hearing sciences to build foundational knowledge and engage in clinical applications.
- 4) Explore scholarly research and develop written and oral communication skills.
- 5) Provide opportunities to work in campus- and community-based clinical settings with children and adults who have speech, language and/or hearing difficulties.
- 6) Support learners with diverse educational backgrounds and experiences.
- 7) Explore professional attitudes, issues and ethical standards of practice.
- 8) Utilize interdisciplinary educational opportunities offered by the College.
- 9) Recruit ethnically- and/or linguistically-diverse students.
- 10) Provide an opportunity for students currently enrolled in Red Rocks Community College Associate of Arts Degree in Communication Disorders to matriculate into the major.
- 11) Provide foundational coursework using online and correspondence formats to enhance student access.

Vision:

The vision of the proposed SLHS major is to provide a high-quality undergraduate degree in Speech, Language, Hearing Sciences to the diverse and talented students who live and work in the Denver Metropolitan Area. A major in SLHS, with an optional concentration in Childhood Communication, rather than the current two curricular tracks within the Speech Communication major, will make these programs at Metro State more visible to prospective students. It is believed increased visibility of the program will improve efforts to recruit students to the study of communication sciences and disorders. As our program becomes more visible to the Denver metropolitan area, community-based practica, internships, and service-learning opportunities (especially in the area of K-12 partnerships) will expand as well. Students with an SLHS major will graduate from Metro State's rigorous, well-designed program with a solid academic foundation, critical thinking skills, knowledge of ethical practice, and an introduction to clinical experiences with diverse populations. A bachelor's degree in SLHS—rather than in Speech Communication—accurately represents the breadth and scope of Metro State's program for students applying to competitive graduate programs and seeking employment as SLPAs. A separate concentration within the major, with increased emphasis on language development, childhood communication and literacy that is titled Childhood Communication, rather than SLHS Option B, will highlight the relevance of this major for early childhood and elementary educators and other professionals who serve children.

3. Relationship of proposed Bachelor of Arts in SLHS to the role, mission and instructional planning and priorities of Metro State

The goal of the SLHS major is to contribute to and support Metro State's objective of becoming a preeminent public baccalaureate urban institution. Metropolitan State College of Denver serves the Denver metropolitan community by providing a diverse student body with a high-quality education designed to prepare students for post-graduate education, rewarding careers, and lifelong learning in a multicultural, technology-driven global society. The proposed SLHS major supports this mission by giving students the knowledge and skills to successfully pursue

graduate education in speech-language pathology and audiology—careers in which critical nationwide and statewide personnel shortages exist.

During each of the past ten years, five to ten students (degree and non-degree seeking) who completed the current SLHS program applied to and were accepted into competitive graduate programs in speech-language pathology and audiology. While the quality of our current SLHS concentration within the Speech Communication major has been recognized by graduate programs within the state of Colorado, an academic major in SLHS would make our students' level of preparation more evident to out-of-state graduate degree programs that may be unfamiliar with our curriculum. By renaming the current SLHS Option B track Childhood Communication, the focus of this curriculum becomes more transparent to prospective students and employers. The new title and concentration within the SLHS major will also clearly differentiate this curriculum from the proposed general SLHS major.

Metro State's mission is to serve an increasingly diverse student body. In our field, there is a critical need for more speech, language and hearing professionals from ethnic/linguistically diverse backgrounds. Current statistics show that 92.8% of the American Speech-Language-Hearing Association members and affiliates identify themselves as White and only 7.2% as Non White (ASHA, 2005). The 2005 Annual Counts of the *ASHA Membership and Affiliation Year End Survey* revealed that only 2.7% of ASHA members identified themselves as Hispanic or Latino, which contributes to severe shortages of speech and hearing professionals who are qualified to assess the growing local and national population of monolingual and bilingual Spanish speakers. Compatible with Metro State's goal of becoming a Hispanic Serving Institution is ASHA's goal of increasing the numbers of bilingual/bicultural professionals. Metro State is, therefore, an ideal institution in which to recruit Latino/a students with dual language and cultural competencies into the Speech, Language, Hearing Sciences major.

Serving the urban community through service learning and community partnerships is an important component of the Metro State mission. The SLHS program with its proposed major has a similar mission. Currently Metro State students in this program: a) provide a critical service to area hospitals by volunteering as newborn hearing screeners, b) assist speech-language pathologists in nonprofit clinics and nursing homes in implementing screening and intervention programs c) provide speech, language and hearing screenings to toddlers and preschoolers attending the Auraria Early Learning Center, and/or d) screen the hearing of adults at 9-News Health Fair. In addition, SLHS program faculty act as consultants to persons with potential communicative disabilities which includes referring to professionals practicing in the community. Faculty and students increase awareness of normal language development and hearing loss prevention in campus and community forums. The addition of the SLHS major and Childhood Communication concentration at Metro State would allow the program to expand these efforts.

The SLHS program is currently involved in a number of K-12 partnership activities. Over 80% of our students complete public school internships as part of their required senior experience course (SLHS 4500) and elective SLPA methods course (SLHS 4550). Additionally, students and faculty assist speech-language pathologists in several school districts with kindergarten readiness screening activities and screen the hearing of students attending a private elementary

school. The proposed major and concentration will expand our involvement in K-12 partnership activities by increasing the visibility of this program and thus increasing the number of students participating in Metro State's SLHS service activities.

Metro State's mission is also to provide students with access to state-of-the-art technology. Recently, Metro State purchased updated software for speech/voice analysis and an audiometric testing suite with a clinical audiometer. These purchases reflect the institution's commitment to expose SLHS students to current technology. Students will use this technology for educational and clinical applications within their major coursework. The clinical audiometer and testing suite, which became available in September 2008 will allow students and faculty to provide audiological evaluations to the campus and to the greater Denver metropolitan community.

Finally, the SLHS major with its optional concentration in Childhood Communication will address Metro State's goal of providing accessible education to the Denver metropolitan community by increasing program visibility. The University of Colorado-Boulder (CU) and the University of Northern Colorado (UNC) also offer SLHS degrees. Faculty from these Colorado universities are frequently contacted by potential students from the Denver area who wish to begin a program. The students are surprised when informed that Metro State offers the coursework they need. Even Metro State students are frequently unaware of our program. Listing this major in the school catalog will allow them to more easily identify SLHS. Each year, students inform their advisors that they did not realize until midway through their college careers that Metro State offered an SLHS program. A major in SLHS from Metro State will enable potential students using internet search engines to learn about our college as an option in Colorado for this degree. Finally, the Childhood Communication Concentration will clarify the focus of the program for students interested in educating and working with children. Our present title, SLHS Option B, provides no information about its program content.

4. Value of a B.A. in Speech, Language, Hearing Sciences to the student

The primary value is visibility—both for students seeking to major in speech-language pathology and audiology and for future graduates whose transcript will reflect the focus of their major. The first group will be more likely to find the SLHS program at Metro State if it is listed as an academic major. The second group will be pleased that their transcript states they obtained a bachelor of arts degree with a major in Speech, Language, Hearing Sciences or its concentration in Childhood Communication. In addition, the scope of Metro State's communication sciences and disorders program will be more accurately represented to public school employers looking to hire speech-language pathology assistants (SLPAs) who hold a bachelor's degree in Speech, Language, Hearing Sciences or licensed teachers who hold a degree in Speech, Language, Hearing Sciences: Childhood Communication. The Colorado Department of Education (CDE), which authorizes qualified B.A. graduates' applications for SLPA authorization, will find it easier to compare Metro State graduates with graduates in speech and hearing sciences from other institutions.

The SLHS major and its Childhood Communication concentration will help students identify these programs and meet with faculty advisors earlier in their academic careers. Early advising helps students sequence courses appropriately, select useful electives and complete their degree

in a timely manner. Additionally, early advising informs students whose goal is admission to graduate school that specific psychology, social and natural sciences coursework is required for later clinical certification by ASHA. Early advising ensures that licensure-seeking students obtain requisite coursework in Childhood Communication efficiently so they can graduate with their B.A and teaching license in four years.

Our current curriculum is already well-respected by speech-language pathology and audiology graduate programs in the state of Colorado; therefore, qualified graduates have traditionally gained access into graduate programs within our state. However, faculty have been told by graduate programs that student preparation is unclear when the major is Speech Communication, rather than an SLHS major. This lack of clarity may bias out-of-state universities less familiar with Metro State's program to deny entrance to qualified graduates. The proposed major in SLHS will make the knowledge and skills of future program graduates easily identifiable to universities offering advanced degrees needed by Metro State graduates.

5. Evidence of *Bona Fide* Need for a B.A. in SLHS and Concentration in Childhood Communication at Metro State

Job growth for audiology and speech-language pathology is expected to rise due to the aging American population. Increased age is associated with hearing loss and strokes, two conditions which demand professionals trained in speech, language, hearing sciences. At the other end of the age spectrum, premature infants now have improved survival rates but higher risks of developing communication disabilities. Federal mandates for early identification and education of young children with disabilities support the need for continued growth in the communication professions (ASHA, 2008). All of these factors are responsible for speech-language pathology and audiology being ranked among the top 30 out of 700 fastest growing occupations according to the U.S. Bureau of Labor Statistics (Boswell, 2002). Unfortunately, critical and chronic shortages in speech-language pathologists exist across the country (US Department of Education, 2007). In fact, a 2006 *ASHA Schools Survey* found over 51% of respondents reporting a shortage of qualified speech-language pathologists in their school districts.

In Colorado, a recent survey of special education directors (Fahey, 2006) revealed that Colorado school districts had 58.5 unfilled positions for speech-language pathologists and 8.5 unfilled positions for SLPAs. Updated survey information from 11 Colorado school districts collected by Pearson (personal communication, 2008) suggested additional SLPA positions now exist. Unfortunately, personnel shortages in speech-language pathologists and SLPAs persist and positions remain unfilled across the state. Because 80% of the graduates from Metro State remain in Colorado (Metro State Alumni Association, 2008), it is believed that increasing the number of Metro State graduates in SLHS will directly impact this shortage.

As stated earlier, CU-Boulder and UNC offer majors in SLHS. Faculty at these universities work closely with Metro State faculty in coordinating curriculum for students. This ensures that Metro State students are fully qualified for graduate training and CDE Authorization as SLPAs. Creating a B.A. in Speech, Language, Hearing Sciences at Metro State would better illustrate the equivalency of the undergraduate curricula offered by each of these three state institutions.

The Childhood Communication concentration within Speech, Language, Hearing Sciences will focus on language and literacy skill development in children. This concentration (currently Option B within the SLHS Concentration) is designed for Metro State students seeking careers in education and related human service fields with the opportunity to focus their study on linguistic aspects of communication sciences. It was approved by the Metro State Curriculum Committees in 2007 and has received initial positive feedback from students and faculty. This curricular option within SLHS contains coursework in basic linguistics, language acquisition, phonetics, phonological awareness, oral interpretation and communication disabilities and differences—knowledge which is relevant to child literacy development. Teachers need explicit knowledge and understanding of language structure to recognize and address the needs of all children on the continuum of reading and language proficiency (Moats & Foorman, 2003).

6. Curriculum Description for SLHS Major

A sample curriculum (see Appendix A Speech, Language, Hearing Sciences Major) lists all required courses for the proposed B.A. in SLHS and Childhood Communication concentration. All courses are currently part of our SLHS Concentration in Speech Communication (Option A or B) except the two additional psychology course additions to the Childhood Communication concentration. SLHS 4500 Principles of Assessment and Intervention will continue to serve as the Senior Experience, allowing students to synthesize, integrate and apply the information they have learned throughout the major. SPE 3760 Cultural Influences on Communication is an elective course within this major. This course is currently being revised to maintain its status as an approved Multicultural Course at Metro State.

The SLHS major curriculum includes foundational coursework in linguistics (ENG 2010), language development (SLHS 2890), speech and hearing sciences (SLHS 2530), anatomy and physiology (BIO 2310 & SLHS 3511), phonetics /sound structure of language (SLHS 3540), audiology (SLHS 3600), speech sound and fluency disorders (SLHS 3580), language disorders (SLHS 4510), aural rehabilitation (SLHS 3620), and a course in principles of assessment and intervention (SLHS 4500). Similar to the other two B.A. level SLHS programs in Colorado, the Metro State SLHS major will provide students with opportunities to take elective coursework in American Sign Language (SLHS 1610, SLHS 1620), Speech-Language Pathology Assistant Methods (SLHS 4550) and to obtain clinical experiences (SLHS 4551, SLHS 4552).

The Childhood Communication concentration differs from the general SLHS major in that it does not require coursework in anatomy and physiology, audiology, or specific disorders of speech, language and hearing. Instead this major combines coursework on childhood speech, language and hearing disorders into one 3-credit course entitled Classroom Intervention for Communication Disorders (SLHS 3590) and requires students to take Introduction to Communication Sciences (SLHS 1500) and American Sign Language I (SLHS 1610). Additionally, students in this concentration take courses in theatre, speech communication, psychology and/or cultural/linguistic diversity that broaden their knowledge of language and literacy as it relates to children (e.g., SPE 1710, THE 3200, THE 4220, RDG 3530, ECE 3750).

7. Admission, Transfer, Graduation Requirements, and Academic Policy

a. Admission

For admission into either the SLHS major or its concentration, Childhood Communication, a student must have received admission notification from the Metro State Office of Admissions.

b. Transfer Credits

Transfer students may be granted credits for equivalent course work if they earn a “C” or better. Up to 64 credits may be transferred from a community college; up to 90 credits may be transferred from a four-year institution. Students who obtain an Associates Degree in Communication Disorders from Red Rocks Community College may transfer up to 17 required and 6 hours of elective coursework considered equivalent to Metro State’s SLHS 1610, SLHS 1710, SLHS 1500, SLHS 2530, SLHS 2890, SLHS 3540, SLHS 3511. Transfer students must obtain at least 8 hours in their major and 30 hours total from the Metro State catalog. Coursework is evaluated based on curriculum content, not on credit equivalency. Students must provide a copy of their Metro State transcript evaluation to their SLHS faculty advisor.

c. Graduation Requirements.

A minimum of 120 hours is required for graduation with a minimum of 40 credits in upper-division courses for graduation as per the Metro State catalog.

d. Academic Policy:

Students must earn a grade of “C” or better in all courses required for the major in order to progress through the program. Courses with grades lower than “C” will need to be repeated in order for the student to progress to courses requiring that course as a prerequisite. All general College requirements of a Bachelor of Arts degree must be met prior to graduation.

In addition, students must maintain a minimum cumulative and major GPA of 2.0. If either GPA falls below the minimum, one of the following will occur:

- 1) The student will be placed on academic probation and have one semester to bring the GPA(s) up to acceptable levels while remaining in the course sequence.
- 2) If the student fails to bring the GPA(s) to acceptable levels after one semester, the student will be suspended from the major until the minimum GPA(s) is/are achieved.
- 3) If, after two semesters, students who do not bring their GPA(s) to acceptable levels will meet with an adviser to consider another major.

8) Program Faculty and Administration

a. Summary of Existing Speech, Language, Hearing Sciences Program Faculty.

Name	Rank & Nature of Appointment	Specialization	Highest Degrees Earned and Field
Brubaker, Joyce	Adjunct	American Sign Language	M.A. Deaf Education
Curran, Catherine	Tenured Professor	Speech-Language Pathology; Child language development/disorders	Ph.D. Communication Disorders and Speech Science
Dunn, Lara	Adjunct	Speech-Language Pathology; Children and Adults	M.A. Speech-Language Pathology
Herzig, Sara Lee	Adjunct	American Sign Language	M.A. Deaf Education
Klein, Estelle	Adjunct	Speech-Language Pathology; Phonology	Ph.D. Speech-Language Pathology
Lundy, Jean	Tenured Associate Professor	Audiology; Aural Rehabilitation of Children	Ed.D. Doctor of Education with acknowledgement of major achievement in Special Education
Johnson, Karin	Adjunct	Speech-Language Pathology; Phonology	M.A. Speech-Language Pathology
Novotny, Amy	Adjunct	American Sign Language	M.A. Deaf Education
Rossi-Katz, Jessica	Tenure-Track Assistant Professor	Audiology; Speech, Hearing and Cognitive Science	Ph.D. Audiology; Certificate in Cognitive Science
Walton, Patricia	Adjunct	Speech-Language Pathology; Fluency	M.A. Speech-Language Pathology; Board Certified Fluency Specialist
Wismann-Horther, Lynn	Adjunct	American Sign Language	M.A. Deaf Education

b. Faculty and Staff Needs to Implement Plan:

As of Fall 2008, the program has two tenured faculty and one tenure-track assistant professor. These three positions, along with the nine current adjunct faculty, are sufficient to support the above-described major in initial stages. However, to expand the clinical training aspect of our program, as recommended in our 2006 Program Review, an additional full-time clinical faculty member and additional administrative assistance and support will be needed. As the number of majors grows, additional costs for instructional materials and adjunct faculty may also be anticipated.

c. Ethnic and Gender Composition of Current Faculty

Adjunct Faculty:	9	female	(Caucasian)
Full-time tenured	2	female	(Caucasian)
<u>Tenure-track</u>	1	female	<u>(Caucasian)</u>
Total Faculty	12	female	(Caucasian)

Currently there are no SLHS faculty who identify with underrepresented groups of color in the United States (African American, Asia, Native American, or Hispanic). The homogeneous nature of the Metro State SLHS faculty is comparable to national statistics for Speech, Language, Hearing professionals in the U.S. According to ASHA (2006 Membership Counts) only 7.3% of ASHA members identify themselves as members of a racial minority and only 6.2% are male.

Metro State complied with EEO guidelines and the institutional guidelines on cultural diversity for hiring both part-time and full-time faculty. In our recent tenure-track faculty search process we advertised in a variety of publications that target culturally diverse readers (e.g., Southwestern Minority, Tribal College Journal, Hispanic Association of Colleges and Universities, Diverse Issues in Higher Education) in addition to traditional publications in our field (The Chronicle of Higher Education, Academic Careers Online, Higher EdJobs.com, The American Speech-Language-Hearing Association, the American Academy of Audiology and SpeechPathology.com). Even with efforts to diversify the SLHS faculty, there were no applicants of color in our recent tenure-track faculty search.

The demographic make up of speech-language pathologists and audiologists make it very difficult to recruit faculty who are male and/or members of an ethnic minority. However, we do have cultural/linguistic diversity within our American Sign Language instructors. Three instructors are Deaf, native signers. In the future, the SLHS program will continue to pursue all available avenues (e.g., TOPS, FRIP, focused advertising) to expand the ethnic and gender diversity of our faculty pool.

9. Quality Assurance

- a. The American Speech-Language-Hearing Association does not accredit undergraduate programs in speech-language pathology or audiology; therefore, no accreditation will be sought.
- b. The SLHS program does not have an external advisory board. However, in developing this proposal, input has been sought from SLHS faculty at the institutions within our state (CU-Boulder and UNC) who offer bachelor's and graduate level degrees in our field. Additionally, the development of an SLHS major at Metro State was recommended by both the external consultant and internal reviewers of the SLHS program in our recent program review (See Appendix B Program Review Summary Recommendations).
- c. A revised SLHS Assessment Plan was developed as part of the 2006 program review. This assessment includes periodic review of: 1) course syllabi, 2) student grades on comprehensive final exams in foundation courses, 3) senior experience assessments which include comprehensive exam and practicum supervisor evaluations, 4) instructor evaluation of SLHS graduates' mastery of program goals, and 5) annual survey of previous-year program graduates. This data, contained in Appendix C, was collected in Fall 2007 for the 2006-2007 academic year.

10. Resource Issues:

Purpose: this table documents the enrollment projections for the first five years.

a. Table 1: Enrollment projections for first five years.

		2008-09	2009-10	2010-11	2011-12	2012-13	Full Implementation
1-a	In-state Headcount BA seeking Leveling	10	10	10	12	14	15
1-b	Out-of-State Headcount	0	0	0	0	0	0
2	Program Headcount	50	50	55	65	75	85
3-a	In-state FTE	51	51	55	65	75	84
3-b	Out-of-State FTE	0	0	0	0	0	0
4	Program FTE	51	51	55	65	75	84
5	Program Graduates	10	10	10	12	14	15

b. Physical Resource Estimates. We are currently offering this program as a concentration within the Speech Communication major. No additional space is needed to continue the program as a separate major. Program review recommendations (See Appendix B) included dedicated (individual or shared) space be allocated to the program for laboratory experiences in speech/hearing science, sign language classes and clinical activities.

c. Projected Expense and Revenue Estimates

**Table 2: Expenses/Revenue Projections
Estimated Amount in Dollars**

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Revenue					
State Support	\$140,208	\$147, 218	\$169, 301	\$208,240	\$249,888
Cash Revenue: Tuition	\$166,040	\$174,342	\$200,493	\$246,606	\$295,928
Cash Revenue: Fees	\$305	\$305	\$335	\$396	\$455
Other Revenue					
Total Program Revenue	\$306,553	\$321,865	\$370,130	\$455,242	\$546,271
Operating Expenses					
Faculty: Full-time	\$208,345	\$214,595	\$221, 033	\$284,987	\$293,536
Faculty: Adjunct	\$36,000	\$39,000	\$42,000	\$48,000	\$54,000
Program Administration	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
Instructional Materials +XEROX	\$7,00	\$1100	\$1,600	\$2,300	\$3,000
Total Program Expenses	\$254,845	\$264,295	\$278,933	\$349,087	\$363,836

State Support: The Year 1 State Support Revenue line was generated by multiplying the in-state student credit hour production (CHP) by \$92 which is the current COF stipend for 2008-09. Subsequent years are based on an estimated annual 5% increase in the stipend, and the enrollment projections from Table 1. Note that 1 FTE is equivalent to 30 semester hours in CHP.

Cash Revenue: Tuition: MSCD charges tuition per credit hour. For Year 1, it was assumed that students in the SLHS Program would be taking an average of 12 hours per semester. For 2008-09, an in-state student taking 12 hours pays \$1,307.40 in tuition (\$108.95 per credit hour). Subsequent years are based on an estimated annual 5% increase in tuition, and the enrollment projections from Table 1.

Cash Revenue: Fees: Currently, students enrolled in Speech Communication courses are assessed a program fee of \$0.20 per credit hour. The annual revenue generated from this fee calculated using the enrollment projections in Table 1.

Faculty: Full-time: The Year 1 expenses for full-time faculty consists of the 2008-09 salary plus benefits for the two tenured and one tenure-track faculty members. Subsequent years are determined based on an estimated 3% increase each year. The calculation is also based upon hiring of one additional faculty member at the Assistant Professor rank for Year 4.

Faculty: Part-time: The Year 1 expenses for part-time faculty is based on an average of \$1000 per credit hour for Affiliate Faculty. The subsequent year expenses increase as additional courses are taught by Affiliate Faculty to meet the demands of higher enrollment.

Program Administration: The program currently shares office staff with other programs within the Department of Communication Arts and Sciences. Ideally, the office staff will increase in the near future

All courses within the proposed SLHS major are currently offered at Metro State as part of the Speech Communication: Speech, Language, Hearing Sciences Concentration. When developing the current program, the English, Biology, Psychology and Early Childhood/Elementary Education Departments agreed to allow inclusion of specific courses in this major. Therefore, conversion of our former Speech Communication SLHS Concentration into a separate SLHS major will minimally affect other department programs, advising assignments and/or faculty workload within the first five years. However, if the program continues to grow, additional resources may need to be considered.

d. Impact of Program on Instructional Technology and Library Resources

The department has currently purchased new speech science software and audiological assessment tools needed to support the proposed major. The need for access to computer lab space and instructional technology remains the same whether or not the SLHS program is a concentration within Speech Communication or a major with its own concentration. As per our recent program review, current library resources are sufficient to meet the demands of an undergraduate SLHS major and concentration.

e. Source of Resources to Fully Implement Program

As no additional faculty are necessary to support the transition from a current SLHS concentration with two options (Option A and Option B) to a SLHS major with its own concentration, no additional resources are being requested to specifically support this proposal. Total program revenue is projected to grow as this program grows; therefore no additional sources of revenue will be needed.

f. Brief Narrative and Explanation of Economic Impact, if any, of New Major

An SLHS major at Metro State will not produce direct economic impact. However, because it will increase the visibility of the SLHS Program for prospective students in the Denver metropolitan area, more students will graduate from Metro State and go on to obtain their master's or doctoral degrees. Many will then obtain professional employment in the state. Therefore, this major will have a positive social impact by increasing the number of speech-language pathologists and speech-language pathology assistants who are trained and available to work in Colorado schools.

11. Any other relevant information that will help to illuminate the review and approval process of the Office of Academic Affairs and the MSCD Board of Trustees. This section of the proposal may address, but is not limited to, the suggestions included under Section II below.

The unique nature, demand and need for the SLHS Program at Metro State has been documented (see program review). The program has now grown to the point that it would be better served as an academic major, rather than a concentration within the Speech Communication major. Procedures for transfer student admission, advising and meeting resource needs have been established and described in the proceeding narrative. The interdepartmental collaborations currently involved in the SLHS concentration will extend to the SLHS major. The program's current involvement in K-12 and community based partnerships will continue to expand.

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