

ATTACHMENT 2.4

University Resources Council

Proposal for Projecting New Degree, Option, Certificate or Minor

Initiating Department(s): Communicative Disorders

College(s): Health and Human Services

Name of Proposed Program: Post-baccalaureate Certificate in Communicative Disorders

Contact Person(s): Dr. Carolyn Conway Madding Phone: 5-5283

Number of **new** course sections required by the Proposed Program: 12

Estimated enrollment in **new** course sections: 35 X 12 = 420

Expected Total FTES in Program: 84

Staffing Needs for Program (in FTEF): 2.5 faculty; .2 director

Space Needs for Program (Classrooms): 0

OE&E Needs for Program (in Dollars) \$4,500

Release Time Needs in FTEF: 0

Purpose of Release Time: \_\_\_\_\_

Clerical Support for Program (Positions): .5

Other Support for Program (Dollars): 0

Types of Other Support: \_\_\_\_\_

Library Resources required: 0

**ATTACHMENT 2.4 (con't.)**

Financial Impact on Other Programs: \$0

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Additions, Deletions and other Changes in Existing Programs:

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Potential Use of non-State Funds:

Source: Self-support Program through CCPE Area of Use: Program Operation

Continuity (Expected length of support in Years): Indefinite

## ATTACHMENT 2.5

### University Resources Council

#### Proposal for Implementing New Degree, Option, Certificate or Minor

Initiating Department(s): Communicative Disorders

College(s): Health and Human Services

Name of Proposed Program: Post-baccalaureate Certificate in Communicative Disorders

Contact Person(s): Dr. Carolyn Conway Madding Phone: 5-5283

#### Courses Required by the Proposed Program:

Course Number	When First Offered (Year)	Frequency F & S	# of Sections (Total)	Current AY Enrollment (#)	Projected Enrollment (#)
261 (F)	Pre-1960	F/S	2/1	84/37	35
271 (F)	Pre-1960	F	2/0	83/0	35
329 (F)	Pre-1960	S	0/1	0/41	35
373 (F)	Pre-1960	F/S	1/1	48/16	35
456 (S)	Pre-1960	S	0/1	0/45	35
460(S)	Pre-1960	F	2/0	84/0	35
466 (S)	Pre-1960	S	0/1	0/42	35
472 (S)	Pre-1960	S	0/1	0/41	35
481A (SS)	Pre-1960	F	1/0	50/0	35
481B (SS)	Pre-1960	S	0/2	0/61	35
483 (SS)	Pre-1960	F	1/0	44/0	35
489 (SS)	Pre-1960	S	0/2	0/76	35

Expected Total FTES in Program: 84

Staffing Needs for Program (in FTEF): 2.5 faculty; .2 director

Space Needs for Program (Classrooms): 0

OE&E Needs for Program (in Dollars): \$4,500

Release Time Needs in FTEF: 0

Purpose of Release Time: \_\_\_\_\_

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**ATTACHMENT 2.5 (con't.)**

Library Support Required: 0

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Clerical Support for Program (Positions): .5

Other Support for Program (Dollars): \$0

Types of Other Support: \_\_\_\_\_

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Financial Impact on Other Programs: \$0

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Additions, Deletions and other Changes in Existing Programs: 0

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Potential Use of non-State Funds:

Source: Self-support Fees paid to CCPE Area of Use: Program Operation

Continuity (Expected length of support in Years): Indefinite

## Proposing New CSULB Minor and Certificate Programs Bachelor's and Master's Levels

### 1. Program Type (Please specify any from the list below that apply—delete the others)

√ Self-Support

√ New Program

### 2. Program Identification

- a. Campus: *California State University, Long Beach*
- b. Full and exact degree designation and title (e.g. Minor in American Indian Studies, Certificate in Technical and Professional Writing): *Post-baccalaureate Certificate in Communicative Disorders*
- c. Term and academic year of intended implementation (e.g. Fall 2007): *Fall 2009*
- d. Name of the department(s), division, or other unit of the campus that would offer the proposed minor or certificate program. Please identify the unit that will have primary responsibility: *Department of Communicative Disorders*
- e. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed minor or certificate program: *Dr. Carolyn Conway Madding*
- f. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC "Appropriateness to Institutional and Segmental Mission"): *See Appendix A*
- g. Any other campus approval documents that may apply (e.g. curriculum committee approvals): *Communicative Disorders Department Educational Policies Committee; CHHS Graduate Advisors Council; approval of the CHHS Associate Dean*

### 3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC "Appropriateness to Institutional and Segmental Mission")

***Program description:*** *This program was designed for individuals interested in pursuing a Master's degree in Speech-Language Pathology at CSULB or other granting institutions. In order to do so individuals with a Bachelor's degree in an unrelated field must complete a series of undergraduate pre-requisites. This program is for highly motivated individuals who are interested in completing 36 undergraduate pre-requisites in 12 months, making them eligible to apply to a*

*Master's program in Communicative Disorders. This program will be offered across 3 consecutive semesters, with a total of 12 units offered per semester. Students will enroll as a cohort. Upon completion students will receive a certificate which documents their completion of 36 undergraduate pre-requisites from the Department of Communicative Disorders (a nationally accredited program). Candidates must have completed a B.A. or B.S. in another field and must apply to the Department of Communicative Disorders, submitting transcripts and a letter of intent. Students will be accepted on a competitive basis, based on GPA in the last 60 units of coursework and on the content and structure of their letter of intent.*

**Relevance of course/program:** *There is a great need for trained, Master's Degree level Speech-Language Pathologists, both in California and nationwide. The California Speech-Language and Hearing Association (CSHA) estimates shortages in California to number several thousand (CSHA, 2006). Currently a Master's degree is required to receive licensure and certification as a Speech-Language Pathologist. Under the present system, students without a B.A./BS degree in Communicative Disorders must complete undergraduate pre-requisites roughly the equivalent of 2 years of Bachelor's level coursework (full-time). In order to do so students must request permission from the Department of Communicative Disorders to enroll as a Conditionally Classified graduate student. More than 100 candidates apply annually to the Department of Communicative Disorders as Conditionally Classified graduate students. However, the enrollment of these students within the Department of Communicative Disorders is currently limited as these types of students must compete for space in already full undergraduate coursework. These students are also limited to a traditional schedule of coursework, with courses completed within the Department's course offerings (typically during the morning and early afternoon hours). Given these constraints, it typically takes Conditionally Classified students 2.0-2.5 years to complete the needed pre-requisites to be eligible to apply to a Master's program in Communicative Disorders.*

*This program will offer a streamlined program for this particular type of student, with courses offered specifically for students who already hold a Bachelor's degree in an unrelated field. Students will be able to complete this coursework in the evenings and/or Saturdays, which makes it ideal for students who are employed full-time. Students will complete courses within 3 consecutive semesters, allowing them to apply to a Master's program in Communicative Disorders their second semester of enrollment. In addition, given the self-support nature of this program, the Department will be able to offer enrollment to a cohort of 35 students (versus current state-side enrollment capacity, which varies from 18-24 Conditionally Classified students per year).*

**What educational needs will this program address?** *Allows students to complete 36 units of undergraduate pre-requisites needed to apply to a Master's program in Communicative Disorders. Students will receive a certificate of completion that can be used to document eligibility at CSULB or other nationally accredited universities. In addition, with a B.A. degree equivalency (provided by this program) and 70 hours in clinical practicum (taken through the CSULB Speech-Language Pathology Assistants course), this certificate will also allow students to apply for a license as a Speech-Language Pathology Assistant (SLPA).*

**Strategic impact:** *How does the program fit with college/department vision, mission and goals? This program is an extension of our current program to allow for more flexibility in enrollment for individuals not able to attend our traditional course delivery methods. This fills a critical need in the community at-large for more highly qualified and appropriately trained Speech-Language Pathologists. It is consistent with our Department's mission which is the pursuit of excellence in the academic and clinical preparation of students in Speech-Language Pathology, in conducting research, and in the provision of services to the University and to the community-at-large. It is also consistent with our Department's goals which are to: (1) provide effective, state-of-the-science instruction in speech-language-hearing, (2) contribute to the advancement of that knowledge, and (3) serve the community by providing on-campus speech-language-hearing services.*

- b. Proposed catalog description, including program description, degree requirements, and admission requirements.

### **Certificate in Communicative Disorders (code CD\_\_CT01)**

*This program is designed for individuals interested in pursuing a Master's degree in Speech-Language Pathology and who have a bachelor's degree in an unrelated field. Completion of the certificate enables students to apply to Speech-Language Pathology master's degree programs with evidence of completion of Communicative Disorders undergraduate academic competencies and applications.*

*The Post-baccalaureate Certificate in Communicative Disorders is an intense, cohort-based, academic program of three consecutive terms. Thirty-five students are accepted each fall semester. Courses are offered in the evenings and/or on Saturdays.*

### **Requirements**

1. Bachelor's degree in any major from an accredited college or university.
2. Minimum GPA of 3.0.
3. Coursework (36 units): Fall-CD 261, 271, 329, 373; Spring-CD 456, 460, 466, 472; Summer-CD 481A, 481B, 483, 489.

## **4. Curriculum**

- a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

### **Program Goals:**

1. To provide a certificate program which will allow students with a Bachelor's degree in a field other than Communicative Disorders to complete high quality and clinically relevant coursework in Communicative Disorders which meets the American Speech-Language and Hearing Association (ASHA) standards, and

gives students a solid foundation in Communicative Disorders in order for them to be eligible to apply for and be academically and clinically successful in a Master's program in Communicative Disorders.

2. To provide working students with an opportunity for coursework within this certificate program that is offered in the evenings and in a consecutive semester in a full-time manner.
3. To provide coursework within this certificate program which is consistent with goals of the Communicative Disorders Department, as follows:
  - i. Provide effective, state-of-the-art instruction & clinical and educational practice in speech-language pathology
  - ii. To contribute to the advancement of that knowledge in the area of Communicative Disorders; and
  - iii. To serve the community by providing on-campus speech-language services. We aspire to superior performance in teaching, research, and service. A major goal is to teach and demonstrate to our students how to solve clinical and school-based problems using the theoretically-sound assessment & intervention practices.

**Student Learning Outcomes:**

Consistent with the American Speech-Language and Hearing Association (ASHA) standards, student learning outcomes for this program are as follows:

**Biologic basis of speech, hearing, and swallowing, including:**

Identify and describe the anatomy and physiology of:	Course
- Speech & non-speech breathing	CD 261
- Phonation	CD 261
- Articulation and resonance	CD 261
- Hearing, including the outer, middle, and inner ear	CD 373
- Swallow, including oral and pharyngeal phases	CD 466

**Neurological basis of speech and language, including:**

	Course
Identify the major CNS & PNS structures & functions	CD 481B
Explain the functions of cranial nerves involved in speech, balance, hearing, and swallowing	CD 481B
Explain the types and nature of information derived from major neuro-imaging techniques	CD 481B

Explain signal transmission in the CNS & PNS	CD 481B
Identify auditory pathways and processes in the CNS	CD 481B

**Acoustic basis of speech and hearing, including:**

	Course
Explain the source-filter model of speech production	CD 330
Describe acoustic cues for perception of speech sounds	CD 330
Describe transmission of sound waves through air	CD 330
Define parameters of sound waves (frequency, amplitude, phase, wavelength)	CD 330
Explain measurement of sound intensity using the dB scale	CD 330
Explain psychoacoustic properties of sound and related measurements	CD 330

**Psychological aspects of speech, language and hearing mechanisms, including:**

	Course
Describe the basis of neurological functions related to attention, memory, & learning.	CD 481B
Explain theories of learning and behavior	CD 329
Explain the varieties of learning and interaction styles across individuals, age groups, and cultures	CD 489

**Developmental basis of speech and language, including:**

	Course
Describe changes in speech across the lifespan	CD 329
Describe changes in swallowing across the lifespan	CD 466
Describe changes in hearing across the lifespan	CD 440
Describe the development of written and oral language from infancy through adolescence	CD 329
Explain prominent theories of language acquisition	CD 329
Describe stages and processes of cognitive Development	CD 329

Explain the key features of bilingual/2 <sup>nd</sup> language development	CD 460
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**Linguistic basis of communication, including:**

	Course
Transcribe normal speech using IPA (sentence length)	CD 271
Define phonological rules & identify phonological processes in normal speech	CD 271
Identify the major components of language	CD 329

**Cultural basis of communication, including:**

	Course
Differentiate between speech differences and disorders	CD 460
Differentiate between language differences & disorders	CD 460
Describe key cultural variables that influence communication.	CD 460

**Key factors surrounding articulation disorders, including:**

	Course
Select common standardized and non-standardized assessments to identify articulation and phonological disorders	CD 456
Distinguish between articulation and phonological disorders	CD 456

**Key factors associated with fluency disorders, including:**

	Course
Describe major theories of stuttering	CD 466
Identify key characteristics of stuttering	CD 466
Contrast stuttering and normal non-fluency in young children	CD 466

**Key factors associated with disorders of voice, resonance, respiration, or phonation, including:**

	Course
Identify common voice and resonance disorders	CD 476
Perform low technology assessment of voice, resonance, and respiration	CD 476

**Key factors association with receptive, and expressive language disorders in speaking, listening, reading, writing, and manual modalities, including:**

	Course
<b>For disorders of developing language:</b>	
Describe common patterns & related factors associated with developing language	CD 481A
<b>For disorders of acquired language:</b>	
Describe symptoms and differentiate among aphasia, TBI, dementia, right hemisphere dysfunction, and normal aging	CD 481B

**Key factors associated with hearing disorders, including the impact on speech and language, including:**

	Course
Describe common disorders of outer, middle, and inner ear and the auditory nervous system	CD 373
Explain effect of severity and onset of hearing loss on speech & language skills	CD 440
Perform screening assessment of hearing	CD 373
Identify current amplification techniques and assistive devices for hearing loss	CD 440
Explain current issues and scope of practice regarding central auditory processing disorders	CD 373

**Key factor associated with cognitive aspects of communicative and cognitive disorders, including:**

	Course
Describe relation of deficits in attention, memory, and higher cognitive skills to communication skills	481B

**Key factors association with social aspects of communication and disorders in pragmatics, including:**

	Course
Describe techniques to elicit & support appropriate behaviors in clinic, home, and school situations	481A
Evaluate methods to facilitate social skills for communication & maximize communication opportunities	481A

**Key factors association with the use of alternative communications modalities, including oral, manual, and AAC/AT, including:**

	Course
Describe best communication modality and appropriate communication supports for children and adults in treatment settings	CD 472
Describe methods of manual communication	CD 472
Describe appropriate use of interpreters when dealing with Deaf clients and caregivers	CD 460
Describe appropriate low and high technology AAC strategies for children and adults	CD 472
Design low technology AAC devices to support treatment goals for children or adults	CD 472

- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. **(CPEC "Maintenance and Improvement of Quality")**  
See above matrix for a listing of student outcomes and courses in which these outcomes are assessed.

- c. Total number of units required for the minor or certificate: 36
- d. A list of all courses *required* for the minor or certificate, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no "hidden" prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

**The following courses are required. Please note that catalog pre-requisites listed for some courses are not required for this specific to this certificate program only. With Faculty approval and to accommodate the consecutive and full-time nature of course offerings within this program some undergraduate course pre-requisites have been waived for this program only. As such, students within this program will not be required to take all the pre-requisites listed below. In order to progress within this program, students will be allowed to complete the next set of four courses offered each semester, provided that: a) the student has completed the previous set of four courses within this program, and (b) the student maintains a 3.0 GPA in these courses. If a student does not fulfill these requirements, given the cohort and consecutive nature of these courses, the Program Director (in conjunction with relevant Faculty members) will review the student's progress to date. If it is determined based on this review that the student will be successful in consecutive coursework then he/she will be allowed to continue. If not, the student will be asked to defer continuation of coursework, until the course(s) in which deficiencies are present can be repeated within the next cohort.**

- CD 261, *Anatomy and Physiology of the Speech and Hearing Mechanism* (3)  
*Prerequisites: none*
- CD 271, *Phonetics* (3) *Prerequisites: none*
- CD 329, *Introduction to Language Acquisition* (3) *Prerequisites: Grade of "B" or better in CD 271*
- CD 373, *Audiology I* (3) *Prerequisites: Grade of "B" or better in CD 261*
- CD 456, *Speech Pathology I: Disorders of Phonology* (3) *Prerequisites: Grade of "B" or better in CD 261, 271*
- CD 460, *Speech and Language Assessment of Linguistically and Culturally Diverse Clients* (3) *Prerequisites: Grade of "B" or better in CD 271*
- CD 466, *Speech Pathology II: Speech Motor Disorders* (3) *Prerequisites: Grade of "B" or better in CD 261, 271, 330, 472, Alternative and Augmentative Communication* (3) *Prerequisites: Grade of "B" or better in CD 261, 329*
- CD 481A, *Speech Pathology IV: Disorders of Language* (3) *Prerequisites: Grade of "B" or better in CD 271, 329*
- CD 481B, *Speech Pathology IV: Disorders of Language Neuropathologies* (3) *Prerequisites: Grade of "B" or better in CD 261, 330*
- CD 483, *Assessment of Monolingual and Bilingual Clients* (3) *Prerequisites: Grade of "B" or better in CD 261, 271, 329, 330*
- CD 489, *Management of Monolingual and Bilingual Clients* (3)  
*Prerequisites: Grade of "B" or better in CD 483; Prerequisites or Co-requisites: At least one of the following with completed courses with a grade of "B" or better: 456, 466, 476, 481A, 481B*

- e. List of *elective* courses that can be used to satisfy requirements for the minor or certificate, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering: *none*

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

- f. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering; *none*
- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

***As a cohort-based program, the same courses will be offered in F,S,SS each academic year. The master course schedule is given below.***

<i>Term</i>	<i>Course</i>	<i>Instructor</i>
<i>Fall</i>	<i>CD 261</i>	<i>Angela Mandas</i>
<i>Fall</i>	<i>CD 271</i>	<i>TBA*</i>
<i>Fall</i>	<i>CD 329</i>	<i>TBA*</i>
<i>Fall</i>	<i>CD373</i>	<i>Randal Beattie</i>
<i>Spring</i>	<i>CD 456</i>	<i>TBA*</i>
<i>Spring</i>	<i>CD 460</i>	<i>TBA*</i>
<i>Spring</i>	<i>CD 466</i>	<i>TBA*</i>
<i>Spring</i>	<i>CD 472</i>	<i>TBA*</i>
<i>Summer</i>	<i>CD 481A</i>	<i>TBA*</i>
<i>Summer</i>	<i>CD 481B</i>	<i>TBA*</i>
<i>Summer</i>	<i>CD 483</i>	<i>TBA*</i>
<i>Summer</i>	<i>CD 489</i>	<i>TBA*</i>

- \* Please note that Faculty assignments for courses listed with TBA have not yet been assigned. Determination for Faculty assignment will be based on Departmental and University standards and given the following priority:
- 1) Full-time Faculty members within the Department with expertise in relevant course content interested in an overload assignment to teach in this program
  - 2) Part-time Faculty members who have successfully taught this course in the state-funded program.
  - 3) Professional Speech-Language Pathologists with ASHA Certificate of Clinical Competence (CCC) and expertise within the topic area. Those with a doctorate will be given preferred.
4. Admission criteria, including prerequisite coursework: *Bachelor's degree in any major from an accredited college or university; Minimum GPA of 3.0.*

- h. Criteria for student continuation in the program: *Maintain a GPA of "B" or better.*
- i. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process):  
Courses required for the certificate program are at the undergraduate level. The American Speech and Hearing Association (ASHA), does not accredit undergraduate programs; however, ASHA identifies competencies to be mastered by the end of a Master's program which are addressed in student learning outcomes at the undergraduate level. These competencies are subsumed within the student learning outcomes for this certificate program.

**5. Need for the Proposed Minor or Certificate Program  
(CPEC "Societal Need," "Number of Existing Programs in the Field," and  
"Advancement of the Field")**

- a. List of other California State University campuses currently offering or projecting the proposed programs; list of neighboring institutions, public and private, currently offering the proposed programs.

*There are no current and locally available certificate programs similar to this program; however, CSULA, CSUDH, CSUF offer post-baccalaureate coursework*

- b. Differences between the proposed program and programs listed in Section 5a above.

*The CSULB program is a 12 month cohort certificate program. Other programs do not offer a certificate related to this coursework. In addition, other programs do not offer coursework on a cohort basis or given a specified period of time.*

- c. List of other curricula currently offered by the campus that are closely related to the proposed program *none*

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

*Conditionally Classified Graduate Students are currently accepted at local CSU institutions on a 12-course/36 unit basis. We propose to follow the same format rather than require a longer course of study, since we are presently the only local institution requiring daytime classes and a longer time to completion. A large number of prospective students apply each year, as mentioned above, with CSULB receiving many more applicants than can presently be accommodated.*

- e. Applicable workforce demand projections and other relevant data.

*There is a great need for trained, Master's Degree level Speech-Language Pathologists, both in California and nationwide. The California Speech-Language and Hearing Association (CSHA) estimates shortages in California to number several thousand (CSHA, 2006). Currently a Master's degree is required to receive licensure and certification as a Speech-Language Pathologist. The Los Angeles Unified School District has 123 openings for Speech-Language Pathologists this year. A master's degree is needed for entry-level positions. Currently, the*

*Department of Communicative Disorders has over 100 applications from individuals who do not have a bachelor's degree in Communicative Disorders who wish to pursue a master's degree. To date, the department has been admitting a few (about 12) students as conditionally classified graduate students and requiring them to take the undergraduate courses (50 units) before moving them to classified status. The post-baccalaureate certificate will enable non-Communicative Disorders baccalaureate students to complete the necessary undergraduate competencies and applications in a 36-unit, three-term (F,S,SS) program with courses offered at times that are convenient for working professionals. Then, they would be ready to enter a graduate program the following fall.*

- f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.  
N/A

**Note: Data Sources for Demonstrating Evidence of Need**

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

US Department of Labor, Bureau of Labor Statistics

California Labor Market Information

Labor Forecast

**6. Student Demand (CPEC "Student Demand")**

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

*The California Speech-Language and Hearing Association (CSHA) estimates shortages in California to number several thousand (CSHA, 2006). Currently a Master's degree is required to receive licensure and certification as a Speech-Language Pathologist. The Los Angeles Unified School District has 123 openings for Speech-Language Pathologists this year. A master's degree is needed for entry-level positions. Currently, the Department of Communicative Disorders has over 100 applications from individuals who do not have a bachelor's degree in Communicative Disorders who wish to pursue a master's degree. To date, the department has been admitting a few (about 12) students as conditionally classified graduate students and requiring them to take the undergraduate courses (50 units) before moving them to classified status.*

- b. Issues of access considered when planning this program.

*The access issue is course offerings. The Department of Communicative Disorders plans on offering the Post-baccalaureate Certificate courses in evenings and/or Saturdays. Not only will this provide access for students, it will resolve scheduling and room use issues.*

- c. Professional uses of the proposed program. *none*

- d. The expected number of students in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

*The Post-baccalaureate Certificate in Communicative Disorders will be a cohort-based program and admit 35 students each fall semester.*

**7. Existing Support Resources for the Proposed Minor or Certificate Program**  
(CPEC "Total Costs of the Program")

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For graduate programs, include faculty publications or curriculum vitae.

**Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.**

(Code Memo EP&R 85-20)

Faculty	Rank	Status	Degree	Date/Field	Experience	Other Programs
Randall Beattie	Prof.	Tenured	Ph.D.	Aud	Audiology/Hearing	
Carolyn Conway Madding	Prof.	Tenured	Ph.D.	SLP	Cultural and Linguistic Diversity	
Michelle Powers-Lundvall	Lecturer	FT	M.A.	SLP	Autism Spectrum Disorders	
Jennifer Ostergren	Lecturer	FT	Ph.D.	SLP	Neurological Disorders	
Betty McMicken	Asst.	T-Track	Ph.D.	SLP	Dysphagia and Motor Speech Disorders	CSULA - Emeritus
Geraldine Wallach	Assoc.	Tenured	Ph.D.	SLP	Child Language and Literacy	
Elisabeth Ward	Lecturer	FT	M.A.	SLP	General	CSULA - Part-time Faculty
Angela Mandas	Part-Time Lecturer	PT	M.A.	SLP	Dysphagia and Motor	

					Speech Disorders	
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- b. Space and facilities that would be used in support of the proposed program. *Through creative scheduling, Communicative Disorders department sole use rooms and labs will be used.*
- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate). *Students within this program will have access to the same library sources as our state-funded graduate students. The Department has a designated (Eileen Wakije). Please see <http://www.csulb.edu/library/subj/comm.html> for a description of the library resources available to Communicative Disorders students (including those within this certificate program).*
- d. Existing academic technology, equipment, and other specialized materials currently available: *yes*

**8. Additional Support Resources Required (CPEC "Total Costs of the Program")**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program: *no*
- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy: *no*
- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources: *no*
- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs: *no*