

MEMORANDUM

TO: Committee on Academic Programs

FROM: Steering Committee

RE: Proposed undergraduate major in Speech-Language Pathology and Audiology

DATE: April 16, 2017

Background:

On April 6, 2017, Steering received an email from Dean Jeff Passe requesting approval of a new undergraduate major in speech-language pathology and audiology. These changes have been approved by the School Curriculum Committee, and departments which will contribute courses to the program have been consulted, as indicated in Appendix C of the proposal.

Charge:

Steering asks CAP to review the attached proposal to determine whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College's mission. If CAP feels further testimony is required, Steering suggests that email testimony from department chairs be solicited.

If CAP finds that all affected units have been consulted, that no significant new concerns have been raised, and that the program changes are consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

Timeline:

CAP should complete its work on this charge by the end of the spring semester.

TCNJ Governance Processes

Step #1 -- Identifying and reporting the problem: When a Standing Committee receives a charge from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community. The problem may have been set out clearly in the charge received from the Steering Committee, or it may be necessary for the Standing Committee to frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any specific solutions. Clearly stated problems will lead to better recommendations.

Step #2 -- Preparing a preliminary recommendation: Once the campus community has received the problem statement, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have

broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

Step #3 -- Making a final recommendation: Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Testimony

The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees should report in their transmittal memos which groups were targeted as stakeholders, how testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

To see the Steering Committee's guidelines for gathering testimony and making a final recommendation, see the "Governance Toolbox" at <http://academicaffairs.pages.tcnj.edu/college-governance/a-governance-toolbox/>

April 5, 2017

Dear Drs. Taylor and Curtis:

The Department of Special Education, Language and Literacy has approved a proposal to create a new program in Speech Pathology. It has also been approved by the School of Education Curriculum Committee.

All affected units were consulted as part of the process. You will find emails with approvals from those units in Appendix C.

In my time at TCNJ, I have discovered that Speech Pathology is the most requested program that the School of Education does not offer. Based on that, and the careful program development that is exhibited in this proposal, I heartily endorse it.

Sincerely,

Jeff Passe

Dr. Jeff Passe

PROGRAM ANNOUNCEMENT COVER PAGE
The College of New Jersey
Creation of an Undergraduate Major in Speech-Language Pathology and Audiology

Date: March 2017

Institution:	The College of New Jersey	
New Program Title:	Speech-Language Pathology	
Degree Designation:	Bachelor of Science in Speech-Language Pathology and Audiology	
Degree Abbreviation:	B.S. in Speech Pathology & Audiology	
Programmatic Mission Level for the Institution	Post-Masters	
CIP Code and Nomenclature:	51.0203 Speech Pathology & Audiology	
Campus where the program will be offered:	Ewing, New Jersey	
Date when program Will begin:	Fall, 2018	
List the institutions with which articulation agreements will be arranged:	TCNJ has established articulation agreements with community colleges for the admission of undergraduate transfer students. New articulation agreements are being sought for students who complete the current Communication Disorders minor, or a related self-designed major, to allow streamlined admission into a master's degree in speech pathology. It would be helpful for these students to hold a formal bachelor's degree in speech pathology and audiology.	
Is licensure required of program graduates to gain employment? A graduate degree at an ASHA accredited program is needed for employment as a speech pathologist.	Yes	
Will the institution seek accreditation for this program?	No	

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Program Announcement
The College of New Jersey
Creation of an Undergraduate Major in Speech-Language Pathology and Audiology

I. Objectives

The School of Education at The College of New Jersey (TCNJ) proposes the creation of a Bachelor of Science in Speech Pathology and Audiology (BSSP) degree program. This major would be created by combining a standing minor in Communication Disorders with related appropriate courses already existing on campus. The major would not certify students as speech pathologists or audiologists but would prepare them with the prerequisites needed to enter an American Speech-Language-Hearing Association (ASHA) accredited graduate program in speech pathology or a Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) doctorate of audiology (AuD) degree program.

The Communication Disorders minor is currently offered through the Department of Special Education Language and Literacy (SELL) within the School of Education. The Communication Disorders minor is open to all matriculated students who, in their careers, will want or need a professional orientation to services for individuals with speech, language, or communication disorders. The course of study introduces students to the various types of communication problems found in children and adults and the clinical and educational needs associated with the various disorders. The Communication Disorders minor also provides the basic prerequisites necessary to prepare students for graduate study in speech pathology or in audiology. The minor consists of five courses (plus one optional course), considered by the accrediting agency, The American Speech-Language-Hearing Association (ASHA), as essential for students seeking admission to graduate programs in these fields. Some students have opted to create a self-designed major – in essence combining the Communication Disorders minor with the Deaf Studies minor or with other courses.

A coherent major would benefit students by providing them with a home department, strong advisement, an effective way to meet their goal of gaining acceptance into a speech pathology graduate program and more than just the minimum knowledge needed to fulfill the undergraduate prerequisites set by graduate speech pathology certification programs. Such a major would benefit the SELL department by increasing the enrollment in existing courses, making enrollment management more predictable, and increasing the total number of students enrolled in the department. A dedicated major would also assist SELL faculty with advisement of students with similar interests who are now opting to add minors or create self-designed programs, both of which are difficult to track and therefore create challenges in enrollment management in classes. Further, the ability to offer a major in speech pathology would benefit the College as the Office of Undergraduate Admissions reports that speech pathology ranks second among the most requested majors that is not currently available at TCNJ.

II. Evaluation and Learning Outcomes Assessment Plan

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP) and through their individual Specialized Professional Association (SPA). For speech pathology and for audiology, the SPA is the American Speech-Language-Hearing Association (ASHA). As the proposed major is not a teacher preparation program, it would not be accredited through CAEP. The proposed major would also not be accredited by ASHA as it is an undergraduate major.

As per the College's procedures for program strategic planning and periodic review, the major will engage in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and analysis of assessment data. The major, as outlined in the following pages, will also meet all of the College's Liberal Learning goals and objectives (<https://liberallearning.tcnj.edu/>).

Assessing the Major's Learning Outcomes

Assessment will occur throughout a student's coursework and engagement in the major. Appendix A charts the learning outcomes associated with courses in the major and how each learning outcome will be assessed. While this is an undergraduate major, one of the significant learning outcomes is to prepare students for admission into an accredited graduate programs. The chart below correlates the major's learning outcomes with ASHA standards.

Learning Outcomes	Correlation to ASHA Standards
1. Students will be able to <i>identify and organize in a developmental sequence</i> the basic components of human communication including their biological, neurological, acoustic, psychological, developmental, linguistic, social and cultural bases. 2. Students will be able to <i>describe</i> current instrumentation & technology in the field of Speech-Language-Hearing Sciences and <i>differentiate</i> their use to match needs of diverse individuals.	ASHA Standard IV-A: - Demonstrate knowledge of the biological sciences, Physical sciences, statistics and the social/behavioral sciences ASHA Standard IV-B: - Demonstrate a solid theoretical foundation in basic human communication and swallowing processes (including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases)
3. Students will <i>develop critical thinking, reasoning, and analytic skills</i> . 4a. Students will develop their <i>written and oral communication skills</i> and information	ASHA Standards IV-F and IV-A: - Demonstrate understanding of basic concepts and principles of research design and statistical analysis and be able to read, interpret and apply the latest research findings

<p>literacy so as to <i>professionally evaluate, interpret, judge and assess</i> research reports.</p> <p>4b. Students will <i>utilize their information literacy skills</i> so as to <i>professionally evaluate, interpret, judge and assess</i> research reports.</p>	<p>in a clinical setting</p>
<p>5. Students will <i>describe</i> the nature of communication disorders and be able to <i>compare/contrast</i> communication differences in a variety of people.</p> <p>6. Students will <i>describe and analyze</i> ways in which cultural and linguistic diversity manifest in people with disabilities with consideration of their socio-cultural context, social justice, and advocacy.</p>	<p>ASHA Standards IV-B, IV-C, IV-D, V-B: - Demonstrate understanding of ramifications of cultural diversity on professional practice and cultural sensitivity in working with culturally and linguistically diverse populations - Serve as an advocate for patients, families, and other appropriate individuals</p>
<p>7. Students will <i>utilize professional practices</i> in Speech-Language Pathology and Audiology.</p> <p>8. Students will <i>demonstrate professional dispositions and basic professional knowledge & skill</i> when in field observations and internships.</p>	<p>ASHA Standard IV-G: - Demonstrate understanding of contemporary professional issues</p> <p>ASHA Standard IV-E: - Adhere to professional codes of ethics, legal and professional standards</p>
<p>9. Students will gain entry and successfully complete a graduate program in speech-language pathology, audiology, or related field such as special education, counseling, teaching English as a second language.</p>	

Courses in the speech pathology and audiology major are:

1. SPE 103 Social & Legal Foundations of Special Education
2. SLP 102 Language, Speech Communication Development
3. SLP 108 Anatomy & Physiology of Speech and Hearing Mechanism
4. PSY 212 Biopsychology (prerequisite is PSY 101)
5. SLP 205 Acoustic Phonetics (prerequisite is SLP 108)
6. SLP 304 Audiological Assessment and Management of Hearing Loss
7. SLP 307 Communication Disorders: Nature, Diagnosis and Treatment (prerequisites are SLP 102 and SLP 108)

8. SLP 3XX Speech and Hearing Science (a mid-level writing intensive course; prerequisites is SLP 102, SLP 108, SLP 205, & SLP 304)
9. SLP 422 Assistive Listening Devices & Auditory Management (prerequisite is SLP 304)
10. SLP 4XX Feeding & Swallowing Disorders (prerequisites are SLP 108)

While not required to do so, students will be encouraged to do an internship in speech pathology or in audiology through SLP 399.

III. Relationship of the Program to Institutional Strategic Plan and its Effect on other Programs at the Same Institution

The mission of the Department of Special Education, Language, and Literacy is

to prepare outstanding teaching professionals who will have a positive impact on children, adults, schools, families, and communities. Our goal is to prepare professionals who not only evidence the ability to apply research supported best practices but also embrace the core belief that all individuals can learn. We envision our teacher candidates as future professional leaders who have the courage to challenge assumptions and view themselves as transformative agents of change. Within the context of a social justice perspective, our programs, curriculum, pedagogy, and mentoring support our students to critically examine the ways in which schooling, institutional policies, and social attitudes often contribute to the creation, maintenance, reification, and reproduction of inequalities, particularly the lines of race, class, disability, culture, gender, language, sexual orientation, and other such categories, ultimately so we can construct more empowering alternatives (Adapted from Bell, 1997, p.3.)

The SELL Department is one of four departments in the School of Education. The school offers 4-year undergraduate programs, 5-year integrated BS and MAT programs, and master degree programs. The proposed major in speech pathology would complement the existing major offerings and would help to support the mission and the strategic goals of the institution by strengthening advising to foster student learning and success, creating signature experiences, and helping to define key outcomes for the major's graduates. In addition, the major is designed to easily provide opportunities for students to study abroad and pursue a minor. No negative impact on existing programs are foreseen. Rather, as explained above, the creation of minor should attract new students, benefit current students and faculty, and enable better course management and advisement.

Relationship to Institutional Strategic Plan and Priorities

A major in speech pathology and audiology would meet several of the College's strategic priorities:

III (Goal 4) - to promote the College's distinctive identity to enhance institutional and program recognition at the national level by developing and implementing specific institutional and programmatic strategies for reaching target audiences.

V (Goal 2) - to achieve a sustainable financial model that allow the College to realize its vision while maintaining quality and affordability for the students it serves guided by a comprehensive enrollment plan that addresses undergraduate, graduate, and continuing education, grow net tuition revenue by growing targeted enrollments.

As indicated below, the major is also designed to engage students in the College's Signature Experiences:

PERSONALIZED, COLLABORATIVE, and RIGOROUS EDUCATION

- Students will have a dedicated advisor and a well-defined program of study which meets the prerequisite requirements for most graduate programs in speech pathology and audiology.
- Retention in the major requires a GPA of 3.0 or higher as graduate schools in this field are highly competitive.
- Students will study with faculty from multiple departments and disciplines.
- Students will be introduced to a current knowledge-base and innovative practices in the field of speech pathology

UNDERGRADUATE RESEARCH, MENTORED INTERNSHIPS, and FIELD EXPERIENCES

- The major requires an internship and several courses with the opportunity for additional field experience.
- The major requires a course in research to well prepare students for graduate work.

COMMUNITY ENGAGED LEARNING

- Several courses in the major include opportunity for community engagement.
- The National Student Speech Language Hearing Association (NSSLHA) provides extracurricular engagement opportunities.

GLOBAL ENGAGEMENT

- Students wishing to study away--domestically or abroad--can work with their advisor to plan for this. The course sequence has been designed so that this would be possible in the Spring of the sophomore year or Fall of the junior year.

LEADERSHIP DEVELOPMENT

- We will maintain and grow the National Student Speech Language Hearing Association (NSSLHA) at The College of New Jersey.

Similar Programs in New Jersey and the Region

The following New Jersey institutions offer *graduate* certification programs in speech pathology:

Montclair State University
Kean University
Seton Hall University
Monmouth University
William Paterson University
Stockton University
Rutgers University

Some institutions in neighboring states that offer *graduate* certification programs in speech pathology include:

LaSalle University
Temple University
West Chester University
New York University
Hunter College of the City of New York

New Jersey institutions which offer an *undergraduate* major or minor that provides students with the prerequisite courses to enter graduate programs in speech pathology are listed below. These programs are located in northern or southern New Jersey. TCNJ however is located in the central part of the state. Consistent with the undergraduate mission of the TCNJ, this major would be offered primarily through on-campus courses.

Montclair State University
Stockton University
William Paterson University
Seton Hall University has a 4+2 program which admits students into their own graduate program

IV. Need

Demand for Speech Pathologists

The demand for speech pathologists and audiologists is growing across the country and around the world. The US Department of Labor Statistics' Occupational Outlook Handbook, 2016-17 Edition states: "Employment is expected to grow by 21 percent from 2014 to 2024, much faster than the average for all occupations. As the large baby-boom population grows older, there will be more instances of health conditions that cause speech or language impairments, such as strokes and hearing loss. This will result in increased demand for speech-language pathologists." (Bureau of Labor Statistics, 2016-17).

As mandated by the Council For Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA), to be hired as a speech pathologist an applicant must hold a master's degree from a Council on Academic Accreditation (CAA) in Audiology and Speech Pathology accredited program and have a passed a national licensing exam.

According to ASHA (n.d.),

More than 57% of certified speech-language pathologists work in educational facilities, 38% are employed in health care facilities and almost 15% are employed in nonresidential health care facilities including home health, private practice offices and speech and hearing centers....Speech-language pathology is expected to grow faster than average through the year 2014. Members of the baby boom generation are now entering middle age, when the possibility of neurological disorders and associated speech, language, swallowing, and hearing impairments increases. Medical advances are also improving the survival rate of premature infants and trauma and stroke victims, who then need assessment and possible treatment. Many States now require that all newborns be screened for hearing loss and receive appropriate early intervention services.

Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Federal law guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of speech, language, swallowing, and hearing disorders will also increase employment.

The number of speech-language pathologists in private practice will rise due to the increasing use of contract services by hospitals, schools, and nursing care facilities. In addition to job openings stemming from employment growth, a number of openings for speech-language pathologists will arise from the need to replace those who leave the occupation.

It is expected that graduates from the TCNJ program would move on to earn their master's degrees and become valuable resources for schools, health care organizations, and residents within the State of New Jersey.

V. Students

TCNJ students who have opted to pursue a path toward becoming a speech pathologist have

demonstrated that there is a critical mass of individuals with interest in this area. While enrollment in the Communication Disorders minor and self-designed majors in speech pathology fluctuates, both tracks continually have robust numbers of students. Often freshmen enter TCNJ knowing that they will enroll in the Communication Disorders minor. More often however, students discover this minor or the ability to create a self-designed major after they have begun their studies at TCNJ. This means that many students change their major sometime in the freshman or sophomore year. As noted above, the Office of Admissions reports that a major in speech pathology is often requested by students interested in studying at TCNJ.

The enrollment goal for this new degree program would be 15 students/cohort with a plan to yield approximately 60 total students within four years. For the Special Education department, this would mean that planning course sections would become more predictable and that course sections would run at capacity. Students would be recruited through the College's ongoing processes and would be assisted by a web page on the SELL department's site. The Office of Admissions works diligently to attract, enroll, and retain a diverse student population. As with most undergraduates who study at TCNJ, it is expected that the majority of students will enroll in the College on a full-time basis. Through careful advisement, students could complete the major on a part-time basis.

VI. Resources to Support the Program

Faculty and Support of Instruction

All but one course in the major (PSY 212) is offered within the SELL Department. The Department of Psychology has approved the inclusion of their course as an option in the major. While some additional sections of SELL courses will be needed (see chart below), no additional faculty will be needed. Five of the courses required in the major (SLP 108, 205, 304, 307, & 3XX) are taught by a tenured faculty member who is an ASHA certified audiologist. Other courses in the major are taught by a variety of SELL faculty members, many of whom have a background in child development and/or language development. While not having ASHA certification, two SELL Department faculty members have a background in speech pathology. Several classes—SLP 102, SLP 422, and SLP 4XX are or will be taught by highly qualified and practicing speech pathologists. SLP 422 is currently co-taught by two adjunct faculty members, both of whom have a long relationship with the College as adjunct faculty and both earn very high rankings in their course evaluations. Additionally both have LSLS and AVT certifications.

Faculty release time to coordinate the program will not be needed. The SELL department chair(s) will continue to schedule courses in this major. It is expected that one or two faculty members will serve as advisors to students in the major.

Courses in the Speech Pathology Major The current number of full-time faculty who teach a given course is listed in parentheses. (Highly qualified adjunct	Current # of Sections	Additional Sections Needed
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faculty are employed for specialized courses.)		
SLP 102: Language, Speech, and Communication Development (3)	2/fall and 2/spring	None
SLP 108: Anatomy & Physiology of Speech & Hearing Mechanism (1)	1/spring	None
SLP 205: Acoustic Phonetic (1)	1/fall	None
SLP 304: Audiological Assessment & Management of Hearing Loss (1)	2/fall	
SLP 307: Communication Disorders: Nature, Diagnosis and Treatment (2)	1/spring	None
SLP 3XX: Speech & Hearing Science (1)	1/spring This course has been offered as a special topics class.	
SLP 422 Assistive Listening Devices & Auditory Management (0)	1/fall Students had been enrolling in a graduate section. This major will have an undergraduate section of the course.	None
SLP 4XX Feeding & Swallowing Disorders (0)	0	1
SPE 103 Social & Legal Foundations of Special Education (4)	2/fall and 1/spring	An additional section will be opened in spring semesters to accommodate secondary education majors and Speech Pathology & Audiology majors.
SPE 203: The Psychological Development of Children & Adolescents with Disabilities (3)	2/fall and 2/spring	1
PSY 212 Biopsychology	2 fall/ and 1/spring	The Psychology Department has approved including this course in the Speech Pathology & Audiology major.

Additional Equipment, Laboratory Support, Computer Support, Facilities

After the College closed its graduate programs in speech pathology and in audiology, the library continued to provide access to books and journals in those fields to support the Communication Disorders minor. The College's current library holdings, equipment, laboratory facility, and computer resources are sufficient to support the major. Support staff in the SELL office--one full-time secretary and one part-time student worker--is also sufficient to support the needs of the additional major. The Office of Students with Differing Abilities has recently hired additional staff. This office along with other student support services should be adequate to support the needs of all students admitted to the College.

Resources for the Bachelor of Science in Speech-Language Pathology and Audiology

Currently students work with faculty to identify speech pathologists in a variety of settings who are willing to have undergraduate students observe their work. It is anticipated that the relationships established to date with practicing speech pathologists will continue and that faculty advisors will build an even broader base of field opportunities for both observations and internships. Internships must follow the College policy (<http://policies.tcnj.edu/policies/digest.php?docId=9608>).

VII. Degree Requirements

The requirements of the Bachelor of Science in Speech Pathology and Audiology are summarized below. A semester-by-semester course sequence is outlined in Appendix B.

Speech Pathology & Audiology Major Requirements	10 Course Units (40 semester hours)
Liberal Learning Requirements	9 Course Units (36 semester hours)
First Year Seminar	1 Course Unit (4 semester hours)
World Language	3 Course Units (12 semester hours)
Electives	<u>9 Course Units (36 semester hours)</u>
Total	32 Course Units (128 semester hours)

To satisfy ASHA pre-requisites for admission to graduate study, students would be advised to select the following specific Liberal Learning courses:

<u>Liberal Learning Breadth Requirements</u>	<u>Course Required</u>
● Quantitative Reasoning	Statistics
● Behavioral, Social, & Cultural Perspectives &	PSY 101 Introduction to Psychology SPE 203 The Psychological Development of Children & Adolescent with Disabilities
● Natural Science	Biological Science AND Physical

Science

As noted in the course sequence (see Appendix A), the major includes three writing intensive courses:

- an FSP
- SLP 3XX Speech & Hearing Science--a mid-level writing course
- SLP 4XX Language & Swallowing Disorders in Adults--the capstone level writing course

Program Entrance, Retention, and Exit Standards

First time freshmen and external transfer students admitted to this major would need to meet the rigorous requirements for acceptance to the College. According to the College's Center for Institutional Effectiveness, freshmen admitted to TCNJ earned on average over a 600 on each section of the SAT exam. The national average for each section is around 500. To be competitive and considered for admission, transfer students generally need a GPA of 3.0 from their previous institution.

The Office of Admissions actively recruits a diverse student body. At present, approximately 30% of the College's undergraduate student body is non-Caucasian and 33% is male. All students have free access to a broad range of support services including such offices as The Center for Student Success (<http://css.tcnj.edu/>), the Educational Opportunity Fund (<http://eof.tcnj.edu/>), Counseling and Psychological Services (<http://caps.tcnj.edu/>). The student body has active and diverse clubs and special interest groups (<http://studentactivities.tcnj.edu/>). The mission of these offices, services, and clubs is to provide for the needs and interests of the student body and to ensure a welcoming and safe environment for everyone.

Both internal and external transfer students will be advised that the program is sequential in nature and structured with some courses offered only during certain semesters. The College prides itself on strong and consistent advisement of students. Dedicated advisors (typically a ratio of 1 to 30 in the SELL Department) will work with students in this major to ensure their timely completion of the program. (Seventy-three percent of TCNJ first-time freshmen graduate within four years.)

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the speech pathology and audiology major. Minimum grades are noted in parentheses.

- Retention in the program is based on the following academic performance standards in “critical content courses”: a minimum grade of “B” in all courses required in the major. Students not able to meet this retention standard will be counseled out of the major.

- Transfer into the program from another program within the College is based upon the following performance standards in these “foundation courses”: WRI 102—if not exempted (B); FSP (B), SLP 102 (B).
- As graduate programs in speech pathology and audiology are highly competitive, students are advised that a GPA of 3.2 or higher is necessary for a serious graduate applicant. High GRE scores as well as strong letters of recommendation can however help compensate for a low GPA.

Specializations and/or Minors

While not required to select a specialization, course clusters are being identified for students who wish to utilize elective credits toward a specific focus. Such a focus will give students an opportunity to explore one aspect of their future career (either a specific population with whom they might work--school children--or a therapeutic function of the work--language development). At present, the major has identified three specializations and will continue to monitor the College's offerings to be able to add other courses to these specializations and/or develop new specializations.:

Students considering a *focus on working with deaf clientele* are advised to take the following courses as electives:

DHH 105 Programs & Services for D/HH Students & Their Families
 LNG 201 Introduction to the English Language
 DHH 303 Language Development
 *DFHH 530 Speech Development

Students considering a *focus on augmentative communication* are advised to take the following courses as electives:

*SPED 521 Assistive Technology
 *SPED 664 Research Trends
 *SPED 647 Communication Development in Students with Significant Disabilities

Students considering a focus on *culture and language* are advised to take the following courses as electives:

LNG 201 Introduction to the English Language
 WLC 215 Introduction to Linguistics
 WLC 390 Second Language Acquisition
 *ESLM 597 The Intersection between Culture, Language, and Abilities

*Undergraduate students wishing to take a graduate class must meet the College's requirements--a minimum GPA of 3.0, senior status, and permission from the department.

Students wishing to declare a minor are strongly encouraged to do so.

VIII. Transition Related Issues

Students who have currently declared a Communication Studies minor or Self-Designed major with a goal of pursuing graduate studies in speech pathology or audiology will be allowed to continue in their respective programs or change their major to the speech pathology and audiology. The College will continue to offer the Communication Studies Minor.

References

American Speech-Language-Hearing Association. Retrieved from
<http://www.asha.org/careers/professions/slp/>

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Speech-Language Pathologists, Retrieved from
<http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>



Appendix A
B.S. Speech-Language Pathology & Audiology Curriculum Map

<i>Learning Outcomes</i>	1. Students will be able to <i>identify</i> and <i>organize</i> in a developmental sequence the basic components of human communication including their biological, neurological, acoustic, psychological, developmental, linguistic, social and cultural bases.	2. Students will be able to <i>describe</i> current instrumentation & technology in the field of Speech-Language-Hearing Sciences and <i>differentiate</i> their use to match needs of diverse individuals.	3. Students will <i>develop critical thinking, reasoning, and analytic skills.</i>	4a. Students will <i>develop</i> their <i>written and oral communication skills</i> so as to <i>professionally evaluate, interpret, judge and assess</i> research reports. 4b. Students will <i>utilize</i> their <i>information literacy skills</i> so as to <i>professionally evaluate, interpret, judge and assess</i> research reports.	5. Students will <i>describe</i> the nature of communication disorders and be able to <i>compare/contrast</i> communication differences in a variety of people.	6. Students will <i>describe and analyze</i> ways in which cultural and linguistic diversity manifest in people with disabilities with consideration of their socio-cultural context, social justice, and advocacy.	7. Students will <i>utilize professional practices</i> in Speech-Language Pathology and Audiology.	8. Students will <i>demonstrate professional dispositions and basic professional knowledge & skill</i> when in field observations and internships.	9. Students will gain entry and successfully complete a graduate program in speech-language pathology, audiology, or related field such as special education, counseling, teaching English as a second language.
<i>Courses in the Major</i>									
SPE 103 Social & Legal Foundations of Special Education	CEA				CP CEA	CEA			On-going monitoring of GPA Alumni surveys
SLP 102 Language, Speech Communication Development	CEA		RP	RP	LA CP	CEA			Surveys of employers
SLP 108 Anatomy & Physiology of	CEA	CEA					CEA		

Speech and Hearing Mechanism									
PSY 212 Biopsychology	RP CP		RP CP	RP CP					
SLP 205 Acoustic Phonetics	CEA	CEA			CEA				
SLP 304 Audiological Assessment and Management of Hearing Loss	CEA	CEA					CH	CH RF PE	
SLP 307 Communication Disorders in Children: Nature, Diagnosis and Treatment	CEA	CEA	RP	RP	RP		CH	CH	
SLP 3XX Speech and Hearing Science	CEA	RB	RP	RP	LA	CEA	CS	RF PE	
SLP 422 Assistive Listening Devices & Auditory Management	CEA	CEA RB	CP RP	RP CP	CP		CS CH	CH RF	
SLP 4XX4XX Language &	CEA	CEA RB	RP	RP CP	LA CP	CEA	CS CH	CH RF PE	

Swallowing Disorders in Adults									
SLP 399 Internship							IP	RF PE	

CEA Course Embedded Assessments: These include objective and subjective exams as well as written assignments and projects. Each assessment will have a rubric. Data will be entered electronically for the rubric.

CH Clinical hours

CP Class presentations

CS Case studies: writing IEP goals & objectives

IP Internship project

LA Language analysis and development plan

PE Evaluations by professionals in the field who provide TCNJ students with an internship

RB Development of resource binders

RF Reflective journals, including annotation of best practices

RP Research paper

Appendix B
Speech Pathology and Audiology 4-Year Course Sequence

Fall	Spring
Year 1	
First Year Seminar (FSP)	SPE 103 Social and Legal Foundations of Special Education
Liberal Learning 1 Biological Science (<i>the following suggestions would meet ASHA requirements—BIO 171 Human Form and Function</i>)	SLP 108 Anatomy & Physiology of Speech & Hearing Mechanism
SLP 102 Language and Speech Communication Development	Liberal Learning 3 STA 115 (counts as Quantitative Reasoning) or PSY 1010
Liberal Learning 2 PSY 101 (counts as Social Sciences and History: a. Behavioral, Social or Cultural Perspectives) or STA 115	WRI 102 (if needed) or Elective 1
Year 2	
ASL 101 American Sign Language I	ASL 102 American Sign Language II
PSY 212 Biopsychology (PSY 101 is a pre-requisite) or SPE 203	SPE 203 (counts as Social Sciences and History: a. Behavioral, Social or Cultural Perspectives) Liberal Learning 5 or PSY 212
SLP 205 Acoustic Phonetics	Liberal Learning 6 Arts and Humanities: a. Literary, Visual and Performing Arts or b. Worldviews and Ways of Knowing
Liberal Learning 4 (counts as Social Sciences and History: b. Social Change in Historical Perspective)	Elective 2
Year 3	
Liberal Learning 7 <i>Liberal Learning 7 Physical Science (the following suggestions would meet ASHA requirements—PHY 103, PHY 121 Principles of Physics, CHEM 201 General Chemistry)</i>	✧ SLP 307 Communication Disorders: Nature, Diagnosis and Treatment
✧ SLP 304 Audiological Assessment and	*SLP 3XX Speech and Hearing Science

Management of Hearing Loss	
ASL 103 American Sign Language III	Elective 4
Elective 3	Elective 5
Year 4	
Liberal Learning 8 Arts and Humanities: a. Literary, Visual and Performing Arts or b. Worldviews and Ways of Knowing	Liberal Learning 9 Arts and Humanities: a. Literary, Visual and Performing Arts or b. Worldviews and Ways of Knowing
✧ SLP 422 Assistive Listening Devices & Auditory Management	✧ *SLP 4XX Feeding & Swallowing Disorders
Elective 6	Elective 8--SLP 399 Internship
Elective 7	Elective 9
Awarding of the BS Degree	

*writing intensive courses

✧ Courses with observation in the field of speech pathology or audiology (SLP 399 requires field work)

Summary:

10 courses in the Speech Pathology and Audiology Major

9 courses Liberal Learning (10 if WRI 102 is needed)

1 FSP class

3 courses in a world language

9 elective classes (7 if WRI 102 is needed)

Appendix C
Permissions From Other Departments for Inclusion of Courses



Strassman, Barbara <strassma@tcnj.edu>

LNG 201 for speech pathology

Graham, Jean <graham@tcnj.edu>

Tue, Sep 27, 2016 at 9:13 AM

To: Barbara Strassman <strassma@tcnj.edu>

Cc: Felicia Jean Steele <steele@tcnj.edu>, Glenn Steinberg <gsteinbe@tcnj.edu>

Dear Barbara,

The English Department is able and willing to accept students majoring in speech pathology into LNG 201 Introduction to Linguistics. We understand that each cohort of speech pathology students will consist of no more than 15 students, and that LNG 201 will be one option for them.

best,

Jean

Dr. Jean E. Graham
Professor and Associate Chair
Department of English, The College of New Jersey
Bliss Hall 135 (inside Bliss 129, the department office suite)
Fall semester office hours: T 2-3:20, WR 2-4, and by appointment

Speech Pathology Major

Vivona, Jeanine <jvivona@tcnj.edu>
To: "Domire, Sarah" <domires@tcnj.edu>

Thu, Sep 22, 2016 at 6:25 PM

Hi Sarah,

Yes, I think we should be able to accommodate the students. Some such students already take those courses, so the increase will be somewhat less than it would be if we were adding the full cohort.

We offer many sections of PSY 101 every semester and often in the Summer and Winter terms as well, so I don't anticipate a problem with PSY 101. By contrast, we offer 2-3 sections of PSY 212 each year, and the cap on the course is 25 students. It is possible that students may have to wait for that course, perhaps taking one of the recommended PSY courses while they wait for a future semester.

In other words, I cannot promise that all the students will get the particular course they want in the particular semester they want it. We don't hold spots in courses for PSY majors and are not offering to do so for these students either. We advise our PSY majors to be flexible in terms of the sequencing of their courses, and I hope you will advise your students similarly. I fear I am beating a dead horse with all these disclaimers, but I do want to make sure I am being clear about what we can and cannot do.

Does that sound like it will work?

All best wishes,
Jeanine

Professor and Chair
Department of Psychology

On Thu, Sep 22, 2016 at 5:29 PM, Domire, Sarah <domires@tcnj.edu> wrote:

Hi Jeanine-

I hope the beginning of your semester is going smoothly! Our committee met regarding the proposed Speech-Language Pathology major, and we can divide our students across semesters for PSY 101 and PSY 212. Do you think the psychology department could accommodate these additional students with this adjustment if the major is approved?

Thank you!
Sarah

On Tue, Jul 26, 2016 at 11:52 AM, Domire, Sarah <domires@tcnj.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]



Strassman, Barbara <strassma@tcnj.edu>

Question About Courses for a Proposed New Major

Goebel, Joseph <goebel@tcnj.edu>

Wed, Jul 27, 2016 at 10:20 AM

To: "Strassman, Barbara" <strassma@tcnj.edu>

Hi Barbara,

Nice to hear from you. I am now chair so "relaxing summers" are things of the past! I hope your summer is going well!

Your major sounds very promising! With regards to the courses you named:

WLC 215: We generally offer this each fall and it fills to its cap at 29. But I think we can manage a student or two. If we get enough, I will seek permission to split it into 2 sections!

WLC 390: Offered every spring on Wed nights from 5:30-8:20. I teach it and I would love to have additional students from your program!!

SPA 373: You can put this in but the prof that designed that course left years ago and I can't remember the last time we actually offered it.

Thanks for the email. Good luck with the proposal.

best

joe

Dr. Joseph Goebel Jr

Associate Professor

Chair, Department of World Languages and Cultures

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