Program Name:
Communication Sciences and Disorders

Degree Designation:
Bachelor of Science in Communication Sciences and Disorders

Program Contact Person:
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Department:
Department of Otolaryngology-Head/Neck Surgery and Communicative Disorders

School:
School of Medicine

Implementation Date:
8/2024

Accreditation or Licensure Requirements:
Undergraduate programs in communication sciences and disorders are not accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The Master of Science in Communicative Disorders and the Doctor of Audiology degrees—currently in existence at UofL—are accredited by the CAA.

Lead Fiscal Officer's Confirmation and Signature:
As Lead Fiscal Officer of the School of Medicine at the University of Louisville, I have reviewed the budget calculations and approve this letter of intent.

_____
   Celeste Carter   Date

Interim Dean's Confirmation and Signature:
As Dean of the School of Medicine at the University of Louisville, I approve this letter of intent proposal and the related financial commitments.

_____
   Jeff Bumpous, MD   Date

I. Program Abstract:
The Bachelor of Science (BS) degree in communication sciences and disorders at the University of Louisville (UofL) is a four-year program (minimum 120 credit hours) that seeks to attract top students whose interests center on the biological, physical, sociocultural, and linguistic aspects of human communication and its disorders and differences. The degree exposes students to important questions within an interdisciplinary framework and contributes to the key enterprises within the university's strategic plan to be a great place to work, learn, and invest as well as ensure adherence to the university's Cardinal Principles. Moreover, the degree serves as a prerequisite for admission to graduate school in either audiology (4-year graduate degree) or speech-language pathology (2-year graduate degree). It is important to note that a graduate degree in one of the two fields is required for a student to enter the

workforce as a licensed and certified independent practitioner—Audiologist or Speech-Language Pathologist. The BS degree can be completed via one of two tracks:

- The Traditional Track is designed for students who have yet to decide whether they want to pursue graduate training in audiology or speech-language pathology.
- The 3+4 Accelerated Audiology Track allows certain undergraduate students to apply to UofL's Doctor of Audiology (AuD) graduate program during their junior year. Students fulfill their senior year of undergraduate credits and earn the BS degree after successfully completing the first year of AuD coursework.

II. Educational Program Objectives:
The guiding objectives of the BS in Communication Sciences and Disorders include:

- Students will understand the basic processes and influences related to human communication including developmental, biological, neurological, acoustic, psychological, and cultural conditions.
- Students will understand the basic foundational aspects of typical and disordered communication including areas of prevention, evaluation, intervention, and treatment.
- Students will develop their critical thinking and written/oral communication abilities and be knowledgeable consumers of the research literature as well as the fundamentals of evidence-based practice.
- Students will begin to appreciate their own individual and professional identities while learning how to learn with, from, and about each other through interprofessional paradigms.
- Students will have completed the necessary coursework and experiences to prepare them to apply for admission to graduate programs in speech-language pathology and audiology.

Admission Requirements:
Application to the BS in Communication Sciences and Disorders is made during the fall of a student's sophomore year. The minimum admission requirements are as follows:

- Completion of a minimum of 40 credit hours with a cumulative GPA of 3.00.
- Completion of CMDS 245 (Survey of Communication Disorders) with a grade of C or higher
- Completion of CMDS 270 (Clinical Observation) with a grade of "pass"
- Application

Graduation Requirements:
The following graduation requirements must be satisfied:

- Complete an online degree application by the specified date at the beginning of the semester of graduation.
- Complete an application for and be accepted for admission into a major program.
- Satisfy all Cardinal Core requirements.
- Complete all required courses and program requirements listed in the degree program of studies.
- Have a cumulative university GPA of at least 2.00, or higher if specified by the program.
- Complete a minimum of 120 credit hours of study.
- Complete at least 60 hours at an accredited four-year institution.
- Complete at least 25% of the total credit hours required for the degree in residence at UofL.
- Complete 30 of the last 36 hours in residence at UofL.
- Have neither missing nor outstanding I or X grades.
- Be formally recommended for the baccalaureate degree by the unit faculty and dean and approved by the Board of Trustees.

Curriculum:
- A total of 31 credit hours of Cardinal Core coursework is required.
- A total of 50 credit hours of major coursework is required (in the department).

- A total of 21 credit hours of coursework external to the department is required.
- A total of 18 credit hours of elective coursework is needed to bring the credit hour total to 120.

The suggested course sequence can be found in Appendix A.

Existing Courses:

The following required courses are currently offered, both within the Department and through collaboration with other units within the university.

- **PSYC 571**: Speech Science (3 credits)
- **PSYC 306**: Lifespan Developmental Psychology (3 credits)
- **EDSP 240**: Introduction to Exceptional Children (3 credits)
- **ITP 115**: Deaf Heritage and Culture (3 credits)
- **LING 325**: Introduction to Linguistics (3 credits)
- **LING 522**: Structure of Modern American English (3 credits)
- **HSS 393**: Medical Terminology (3 credits)
- **ASL 101**: American Sign Language 1 (3 credits)
- **ASL 201**: American Sign Language 2 (3 credits)
- **CMDS 270**: Clinical Observation (1 credit) | Course # to be changed.
- **CMDS 430**: Aural Rehabilitation (3 credits)
- **CMDS 463**: Clinical Phonetics (3 credits)
- **CMDS 464**: Normal Speech/Language Development (4 credits)
- **CMDS 405**: Introduction to Audiological Techniques (3 credits)
- **CMDS 471**: Functional Neuroanatomy (3 credits)
- **CMDS 430**: Aural Rehabilitation for the Speech/Language Pathologist (3 credits)
- **CMDS 474**: Multicultural Issues in Communicative Disorders (3 credits)
- **CMDS 245**: Survey of Communication Disorders (3 credits) | Course # to be changed.
- **CMDS 500**: Independent Study (3 credits) | Course # to be changed.
- **CMDS 595**: Special Topics (3 credits) | Course # to be changed.

The following required courses for the 3+4 Accelerated Audiology Track are currently offered within the Department; no new courses are needed. The courses below are graduate level courses. The program will develop undergraduate co-listings consistent with historical actions for CMDS courses and ensure differential requirements for undergraduate versus graduate enrollees.

- **AUDI 500**: Anatomy and Physiology for Communication Sciences (3 credits) | Course # to be changed.
- **AUDI 504**: Essential Techniques in Audiometry (3 credits) | Course # to be changed.
- **AUDI 506**: Acoustics (3 credits) | Course # to be changed.
- **AUDI 514**: Clinical Techniques I (1 credit) | Course # to be changed.
- **AUDI 510**: Clinical Clerkship I (1 credit) | Course # to be changed.
- **AUDI 526**: Assessment and Management of Vestibular Disorders (3 credits) | Course # to be changed.
- **AUDI 524**: Amplification Technology (3 credits) | Course # to be changed.
- **AUDI 522**: Electrophysiologic Techniques in Audiology (3 credits) | Course # to be changed.
- **AUDI 515**: Clinical Techniques II (2 credits) | Course # to be changed.
- **AUDI 510**: Clinical Clerkship I (1 credit) | Course # to be changed.

New Courses:

The following new courses (with descriptions) will require development and are consistent with the American Speech-Language-Hearing Association (ASHA) guidelines and review of similar undergraduate degree programs both statewide and nationally.

CMDS 272: Anatomy and Physiology: Speech/Hearing Mechanisms (3 credits)
Description: This course introduces students to the anatomical and physiological principles relevant to

communication sciences and disorders by integrating clinical information with everyday experiences.

CMDS 402: Speech Sound Disorders (3 credits)
Description: This course emphasizes causes, identification and treatment of articulation and phonological disorders.

CMDS 412: Disorders of Language (3 credits)
Description: This course presents an introduction to the various language disorders manifested by children and adolescents with a focus on characteristics, etiologies and general intervention approaches; includes an introduction to language analysis and language diversity.

CMDS 450: Diagnostics (3 credits)
Description: This course provides an overview of the principles and practices involved in performing in-depth diagnostic evaluations with individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, writing diagnostic reports and interpreting the data to parents and/or involved disciplines.

CMDS 490: Clinical Methods (3 credits)
Description: This course focuses on treatment principles, methods, and procedures often used in speech-language pathology practice; includes behavior modification.

CMDS 495: Clinical Experiences (1 credit)
Description: Students will learn practical and foundational clinical reasoning skills through guided observations, field-based experiences, and virtual simulations under the direct supervision of a licensed and ASHA certified speech-language pathologist; may include international experiences/service.

III. Linkage with the Mission and Strategic Plan:
The BS in Communication Sciences and Disorders is designed to reflect the tenets within UofL's mission and strategic plan overall as well as the unit's and department's individual targets by:
- Partnering with UofL's Office of Diversity and International Affairs as well as the Woodford Porter Scholars program and other campus organizations to recruit and retain underrepresented groups,
- Partnering with UofL's Office of Study Abroad and International Travel to develop opportunities for global cross-cultural study, research, and/or service-learning projects,
- Harnessing cooperative interdependence in each course by championing team-based learning and team-based projects; cooperation over competition,
- Including CMDS 495 (Clinical Experiences) as a required course allowing students opportunities to practice clinical reasoning skills through guided observations, field-based experiences, and virtual simulations,
- Including CMDS 500 (Independent Study) as a required course connecting student interests with faculty initiatives to facilitate collaborations, mentorship, and an overall improved culture of research, and
- Including CMDS 474 (Multicultural Issues in Communicative Disorders) as a required course highlighting the impact of culture and cultural variation on language and communication.

IV. Diversity and Inclusion:
The BS in Communication Sciences and Disorders is poised to address diversity, equity, and inclusion (DEI) in the following tangible ways:
- Undergraduate and Graduate students in Communication Sciences and Disorders will be given opportunities—individually and in small groups—to identify and acknowledge the impact of both implicit and explicit bias with respect to clinical service delivery through surveys and regular (i.e., annual), mandatory workshops/trainings (virtually and face-to-face),
- The curriculum is designed to foster improved awareness regarding the tenets of DEI—in part—through required completion of: CMDS 270, CMDS 474, ITP 115 as well as cultural and linguistic variance embedded within other required coursework,

- Advisors within the program will work to enhance the visibility of financial aid and work-study opportunities to promote networking, opportunities for research, and to help ease the cost-burden often associated with higher education.
- The admissions processes will involve the removal of standardized tests as a requirement for admission and will partner with UofL's Office of Diversity and International Affairs well as the Woodford Porter Scholars program and other campus organizations to recruit and retain underrepresented groups.
- The program will also capitalize on the Metroversity program to facilitate outreach to prospective students at Simmons College, Boyce College and other institutions within the Louisville Metro.

V. Student Demand:

The MS graduate program in Communicative Disorders at UofL currently allows undergraduate Junior and Senior level students to enroll in our leveling program. The students are allowed to complete approximately 23 credit hours of elective speech-language pathology coursework. Many of these students go on to apply to our graduate program in communicative disorders, seek admission to other speech-language pathology graduate programs in the state of Kentucky, or pursue other graduate or professional degrees here at UofL or elsewhere. Current UofL undergraduate students routinely attend prospective student meetings and inquire as to "why" UofL does not have an undergraduate option (in communication sciences and disorders). Table 1 provides a sample of "unedited" emails (redacted for privacy) highlighting interest in the undergraduate program.

Table 1. "Unedited" Emails

| |
|---|
| I am very interested in UofL's Speech-Language Pathology and I want to be able to apply to the core program. I am an undergraduate at UofL. Do you know of certain classes I need to take in order to make it into the program. For example, what classes at UofL work for the Audiology or Speech/Hearing Science prerequisites? |
| Good afternoon. My name is Olivia ███ and I am a junior undergraduate psychology student at UofL. I am highly interested in attending UofL to continue my education through the speech-language pathology graduate school program. Would you be available to meet with me within the next few weeks to discuss a plan for taking preparatory phase courses and discussing details of graduate school? I look forward to hearing from you. |
| I am working with a student that is attending HCC for the fall and spring semester. She is interested attended U of L but since a undergraduate in speech pathology isn't offered, is there any possibility that she could complete a BS or BA with U of L in another curriculum? |
| My name is Devyn ███ and I am a undergraduate student at UofL. I am interested in pursuing a career in speech pathology and was told to reach out to the program when I am a junior to see if I qualify to take classes. I am a sophomore this year but I will have completed 71 credit hours at the end of the fall semester. I was given your contact information from a student currently taking speech pathology classes. I am not sure what the hours required to be considered a junior are but I wanted to reach out and see if I would be able to take classes at your school next semester. |
| Hello, I am currently a first semester freshman at UofL. I'm really interested in becoming a speech pathologist, however, the school does not offer any undergraduate major or courses that I know of which would help with getting prerequisites out of the way before graduate school. I was wondering if you know of any majors at UofL that would best prepare me for the coursework. I am currently Education with an English and Learning and Behavior Disorders Track. |
| Hi, I am a senior in high school and I am considering pursuing the career of speech pathology. I have a few questions regarding the program. First, the website says that the program is accredited until 2023, will the university renew the accreditation after that? Also my second question is, when applying to Louisville what major should I select for speech pathology? I read on the website that it is best to have a major in speech pathology before entering the masters program but that major does not show up on the application. |

Table 2 shows an overall increase in the percentage of undergraduate students enrolling in the six of eight allowed leveling courses. Data is not available for PSYC 571 (Speech Science) and CMDS 474 (Multicultural Issues); CMDS 474 is a new course for fall 2021. Figures 1 and 2 present the same information in visual form that includes positive

trendlines for both fall and spring undergraduate enrollment. It is important to note that our courses are only taught once a year.

Table 2. Undergraduate Enrollment in Leveling Coursework

	Sp17	Fa17	Sp18	Fa18	Sp19	Fa19	Sp20	Fa20	Sp21	Fa21	Sp22
CMDS 464	30% (n=3)	---	20% (n=3)	---	67% (n=14)	---	50% (n=9)	---	55% (n=11)	---	21% (n=3)
CMDS 463	33% (n=5)	---	33% (n=5)	---	68% (n=15)	---	50% (n=10)	---	50% (n=9)	---	50% (n=7)
CMDS 430	29% (n=4)	---	18% (n=3)	---	36% (n=5)	---	38% (n=8)	---	45% (n=10)	---	21% (n=3)
CMDS 405	---	23% (n=3)	---	33% (n=6)	---	---	---	54% (n=13)	---	50% (n=8)	---
CMDS 471	---	---	---	36% (n=4)	---	40% (n=6)	---	54% (n=13)	---	---	50% (n=7)
CMDS 470	---	---	---	---	---	---	---	---	100% (n=8)	57% (n=8)	---
CMDS 474	---	---	---	---	---	---	---	---	---	19% (n=3)	---

Figure 1. Undergraduate Enrollment in Leveling Coursework (Fall Semesters)
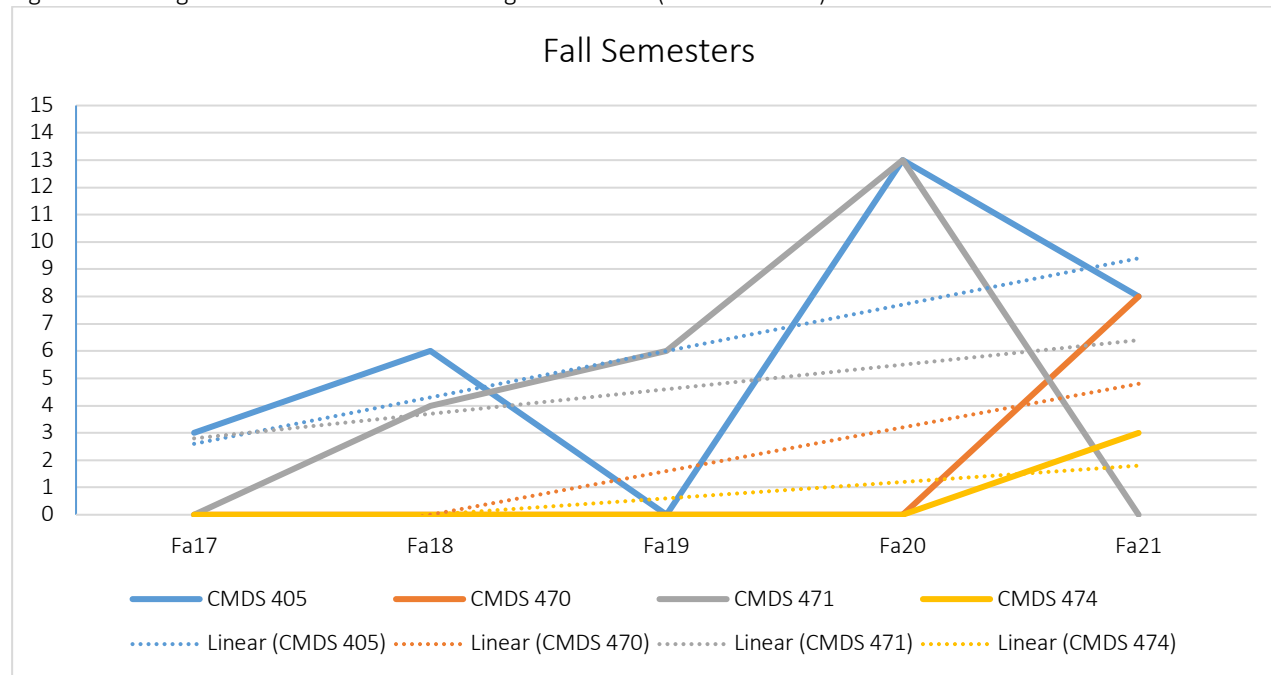
*Students were not permitted to enroll in CMDS 405 during fall 2019.
*CMDS 471 was cancelled for fall 2021 and moved to spring 2022.
*CMDS 474 was a new course for fall 2021.

Table 2. Undergraduate Enrollment in Leveling Coursework **(Repeated)**

	Sp17	Fa17	Sp18	Fa18	Sp19	Fa19	Sp20	Fa20	Sp21	Fa21	Sp22
CMDS 464	30% (n=3)	---	20% (n=3)	---	67% (n=14)	---	50% (n=9)	---	55% (n=11)	---	21% (n=3)
CMDS 463	33% (n=5)	---	33% (n=5)	---	68% (n=15)	---	50% (n=10)	---	50% (n=9)	---	50% (n=7)
CMDS 430	29% (n=4)	---	18% (n=3)	---	36% (n=5)	---	38% (n=8)	---	45% (n=10)	---	21% (n=3)
CMDS 405	---	23% (n=3)	---	33% (n=6)	---	---	---	54% (n=13)	---	50% (n=8)	---
CMDS 471	---	---	---	36% (n=4)	---	40% (n=6)	---	54% (n=13)	---	---	50% (n=7)
CMDS 470	---	---	---	---	---	---	---	---	100% (n=8)	57% (n=8)	---
CMDS 474	---	---	---	---	---	---	---	---	---	19% (n=3)	---

Figure 2. Undergraduate Enrollment in Leveling Coursework (Spring Semesters)
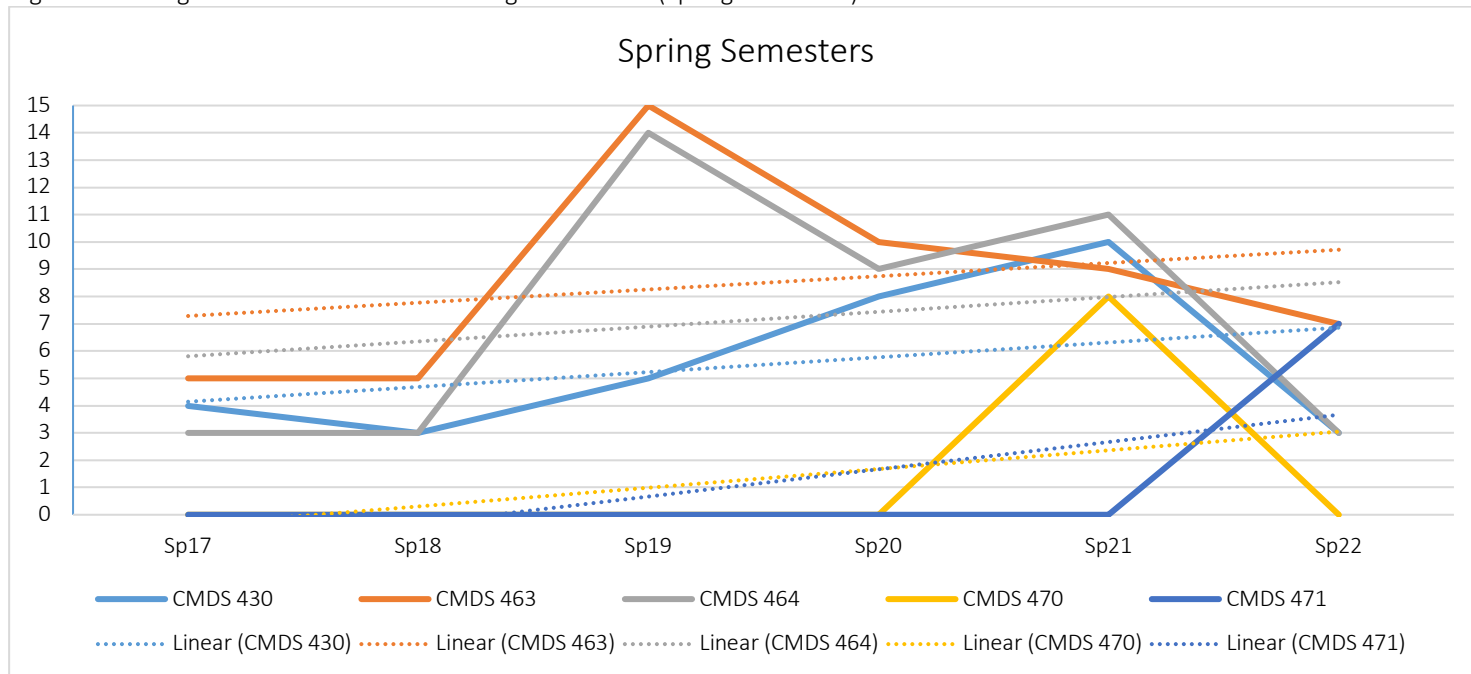
* CMDS 471 was cancelled for fall 2021 and moved to spring 2022.

Projected Enrollment

It is anticipated that student enrollment will increase slowly with an initial conservative cohort of around 10 students. Projected (eventual) plans are to enroll 20-25 students each fall cycle with a total undergraduate program consisting of around 80-100 students. These numbers are consistent with the other programs in the state of Kentucky. The overall (total) number is also consistent with most programs similar in composition to UofL's Health Sciences Center campus (e.g., School of Nursing, School of Public Health and Information Sciences, and School of Medicine) as well as benchmark institutions to which UofL is often compared (see Appendix B). Additionally, in 2018 a simple convenience sample survey was emailed to 690 current undergraduate students at UofL who identified as "pre-health". The survey queried whether students would choose to complete (or be interested in) a BS in Communication Sciences and Disorders if the degree was available at UofL. Forty-nine students indicated that "yes" they would be interested in the degree program. While the overall response percentage is low (7%), anecdotal evidence is strong, when referencing Table 2, regarding actual undergraduate involvement in leveling coursework. Table 3 provides a very conservative five-year enrollment projection as well as revenues based on the current budget model where academic units receive $333.00 per credit hour instructed (see Appendix A). Additionally, Table 3 also accounts for a 1 (one) student reduction per cohort beginning in year 2 in effort to plan for possible attrition. This model is in comparison to the Schools of Dentistry and Public Health on the HSC campus. It also parallels the intermittent attrition rates seen—historically—in the existing MS program in Communicative Disorders.

Table 3. Projected Enrollment and Revenue; Attrition Considered

	Year 1	Year 2	Year 3	Year 4	Year 5
Incoming	10*	15*	20*	25*	25*
Yr 1 Retained		10 (-1) = 9 x $2,331	15 (-1) = 14 x $2,331	20 (-1) = 19 x $2,331	
Yr 2 Retained			10 (-1) = 9 x $9,324	15 (-1) = 14 x $2,331	25 (-1) = 24 x $2,331
Yr 3 Retained				10 (-1) = 9 x $9,324	20 (-1) = 19 x $9,324
Yr 4 Retained					15 (-1) = 14 x $4,995
Total	10	24	43	67	82
Full-Time	10	24	43	67	82
Revenue ($)	$0	$20,979	$116,550	$219,780	$303,030

* Students completing Cardinal Core.

VI. Market Demand:

National Implications

There are employment needs in the field of communication sciences and disorders with respect to audiology and speech-language pathology. According to the National Bureau of Labor Statistics, the projected job outlook for speech-language pathology (2020-2030) is 29% and 16% for audiology during the same time period.[4] This is substantially faster than the average growth of 8% for all occupations.[4] In 2018, ASHA's *Schools Report* suggested that 54% of school-based speech-language pathologists (SLPs) reported more job openings than job seekers per their type of employment facility and geographic area.[1] Additionally, the 2019 *Health Care Survey Report* suggested that 33% of medical-based SLPs reported that job openings exceeded job seekers in their type of employment facility and geographic area.[2] Moreover, the same survey reported that from 2005-2019, SLPs in home health care settings, outpatient clinics/offices, and skilled nursing facilities were more likely than SLPs in hospitals to report that job openings exceeded job seekers in their type of facility and geographic area.[2] ASHA also reported in their *Trends in Educational Audiology* report that "in 2020, 15% of audiologists reported having unpaid student debt with the median amount owed being $50,379". The market demand data from the Lightcast Q1 2023 Regional (i.e., Louisville) data set is included in this report as Appendix C.

Kentucky Implications

In 2020, there were a reported 63.6 Speech-Language Pathologists per 100,000 residents in the state of Kentucky; there were 56.4 Speech-Language Pathologists per 100,000 residents in the United States.[5] The state of Kentucky ranks 19th in personnel-to-population ratio (for Speech-Language Pathologists) in the United States.[5] In 2020, there were a reported 3 Audiologists per 100,000 residents in the state of Kentucky; there were 4.1 Audiologists per 100,000 residents in the United States.[5] The state of Kentucky ranks 47th in personnel-to-population ratio (for Audiologists) in the United States.[5] The market demand data from the Lightcast Q1 2023 Kentucky and the United States data sets are included in this report as Appendix D and E, respectively.

The BS in Communication Sciences and Disorders will not replace another program at UofL.

VII. Employer Demand:

The BS in Communication Sciences and Disorders is not designed for students to enter the workforce immediately. It is important to note that a graduate degree in either audiology or speech-language pathology is required for a student to enter the workforce as a licensed and certified independent practitioner—Audiologist or Speech-Language Pathologist. Nonetheless, employer demand data is available as Appendix F (Table 8) and includes data retrieved from the aforementioned Lightcast Q1 2023 information overall.

VIII. Academic Demand:

1) The BS in Communication Sciences and Disorders is not designed for students to enter the workforce immediately as a graduate degree in audiology or speech-language pathology is required for licensure and certification.

1a) *As such, graduates of the undergraduate program will attain the following skills*:

- Students will understand the basic processes and influences related to human communication including developmental, biological, neurological, acoustic, psychological, and cultural conditions.
- Students will understand the basic foundational aspects of typical and disordered communication including areas of prevention, evaluation, intervention, and treatment.
- Students will develop their critical thinking and written/oral communication abilities and be knowledgeable consumers of the research literature as well as the fundamentals of evidence-based practice.
- Students will begin to appreciate their own individual and professional identities while learning how to learn with, from, and about each other through interprofessional paradigms.
- Students will have completed the necessary coursework and experiences to prepare them to apply for admission to graduate programs in speech-language pathology and audiology.

1b) *Graduates of the undergraduate program will be able to attend the following types of graduate programs*:
- MA/MS in speech-language pathology
- AuD in audiology
- MA/MS in allied health, education, human services, life sciences, or public health
- Professionals Schools: medicine or dentistry

1c) *Graduates of the undergraduate program may eventually seek employment in the following in the following sectors of society*:
- media
- education
- sales
- public relations
- health and human services
- government

Graduates of MA/MS programs (*in speech-language pathology*) *or AuD* (*in audiology*) *tend to seek employment in the following sectors of society*:
- hospitals (in-patient)
- hospitals (out-patient)
- community clinics
- skilled nursing facilities (SNF)
- private practice
- home health
- schools

2) The BS in Communication Sciences and Disorders will not replace other existing programs, tracks, concentrations, or specializations at UofL. The undergraduate degree will enhance both the existing MS in communicative disorders (i.e., speech-language pathology) and the AuD in audiology graduate degrees at UofL in the following ways:
- Facilitate continuity between undergraduate and graduate research activities and relationships,
- Familiarity with program faculty areas of expertise,
- Established peer relationships,
- Possible reduction of the financial burden associated with in-state versus out-state tuition costs and associated living arrangements (i.e., familiarity with the area/city),
- May attract new students to Kentucky from other states but also to Louisville from other areas of the state, and
- Solidify the viability of both graduate programs in audiology and speech-language pathology at UofL.

3) Table 4 provides information about similar programs within state of Kentucky based on CIP code.

Similar Program 1	
Institution:	Western Kentucky University
Comparison of Objectives/Focus/Curriculum to Similar Programs:	Undergraduate degree programs in Communication Sciences and Disorders are designed to prepare students to meet the rigors of graduate study in order to apply for licensure and certification. As such, the curricula between programs varies little. However, there are two significant differences between the program at WKU and the proposed program at UofL: #1: Undergraduate students at UofL will be required to earn a 12-credit hour certificate focusing on ethical

	leadership and service integrity OR complete a 12-credit hour certificate focusing on conflict analysis, conflict transformation, and peace building. #2: UofL is the only institution in the state of Kentucky to offer the AuD degree; traditionally a four-year clinical doctoral degree. Undergraduate students will be allowed to accelerate completion of the doctorate through a 3+4 approach where year 1 of the AuD degree is completed during the student's senior year (as an undergraduate) at UofL.
Comparison of Student Populations:	WKU is second (16%) to UofL (23%) in terms of the composition of its undergraduate students (i.e., underrepresented minorities). Moreover, very few students from WKU have historically elected to attend graduate school in pursuit of the AuD. Our efforts per these targets are two-fold: #1: The program will partner with Simmons College—located in Louisville and one of two Historically Black Colleges and Universities in Kentucky—to recruit underrepresented minorities that might be interested in pursuing audiology or speech-language pathology through the established Metroversity program. #2: Students will have access to several faculty who hold degrees in audiology that can provide mentorship and guidance as they matriculate through the program; possibly electing the 3+4 option (leading to the AuD).
Access to Existing Programs:	UofL is poised to recruit a larger number of underrepresented minorities given its location within a large metropolitan area and its proximity to Simmons College and other institutions within the city. Moreover, UofL is the only institution in the state of Kentucky to offer the AuD degree.
Feedback from Other Institutions:	See Appendix G

Similar Program 2	
Institution:	University of Kentucky
Comparison of Objectives/Focus/Curriculum to Similar Programs:	Undergraduate degree programs in Communication Sciences and Disorders are designed to prepare students to meet the rigors of graduate study in order to apply for licensure and certification. As such, the curricula between programs varies little. However, there are two significant differences between the program at UK and the proposed program at UofL: #1: Undergraduate students at UofL will be required to earn a 12-credit hour certificate focusing on ethical leadership and service integrity OR complete a 12-credit hour certificate focusing on conflict analysis, conflict transformation, and peace building. #2: UofL is the only institution in the state of Kentucky to offer the AuD degree; traditionally a four-year clinical doctoral degree. Undergraduate students will

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	be allowed to accelerate completion of the doctorate through a 3+4 approach where year 1 of the AuD degree is completed during the student's senior year (as an undergraduate) at UofL.
Comparison of Student Populations:	UofL's (23%) outranks UK's (18%) in terms of the composition of its undergraduate students (i.e., underrepresented minorities). Moreover, very few students from UK have historically elected to attend graduate school in pursuit of the AuD. Our efforts per these targets are two-fold: #1: The program will partner with Simmons College—located in Louisville and one of two Historically Black Colleges and Universities in Kentucky—to recruit underrepresented minorities that might be interested in pursuing audiology or speech-language pathology through the established Metroversity program. #2: Students will have access to several faculty who hold degrees in audiology that can provide mentorship and guidance as they matriculate through the program; possibly electing the 3+4 option (leading to the AuD).
Access to Existing Programs:	UofL is poised to recruit a larger number of underrepresented minorities given its location within a large metropolitan area and its proximity to Simmons College and other institutions within the city. Moreover, UofL is the only institution in the state of Kentucky to offer the AuD degree.
Feedback from Other Institutions:	See Appendix G

Similar Program 3	
Institution:	Eastern Kentucky University
Comparison of Objectives/Focus/Curriculum to Similar Programs:	Undergraduate degree programs in Communication Sciences and Disorders are designed to prepare students to meet the rigors of graduate study in order to apply for licensure and certification. As such, the curricula between programs varies little. However, there are two significant differences between the program at EKU and the proposed program at UofL: #1: Undergraduate students at UofL will be required to earn a 12-credit hour certificate focusing on ethical leadership and service integrity OR complete a 12-credit hour certificate focusing on conflict analysis, conflict transformation, and peace building. #2: UofL is the only institution in the state of Kentucky to offer the AuD degree; traditionally a four-year clinical doctoral degree. Undergraduate students will be allowed to accelerate completion of the doctorate through a 3+4 approach where year 1 of the AuD degree is completed during the student's senior year (as an undergraduate) at UofL.
Comparison of Student Populations:	UofL's (23%) outranks EKU's (12%) in terms of the composition of its undergraduate students (i.e.,

	underrepresented minorities). Moreover, very few students from EKU have historically elected to attend graduate school in pursuit of the AuD. Our efforts per these targets are two-fold: #1: The program will partner with Simmons College—located in Louisville and one of two Historically Black Colleges and Universities in Kentucky—to recruit underrepresented minorities that might be interested in pursuing audiology or speech-language pathology through the established Metroversity program. #2: Students will have access to several faculty who hold degrees in audiology that can provide mentorship and guidance as they matriculate through the program; possibly electing the 3+4 option (leading to the AuD).
Access to Existing Programs:	UofL is poised to recruit a larger number of underrepresented minorities given its location within a large metropolitan area and its proximity to Simmons College and other institutions within the city. Moreover, UofL is the only institution in the state of Kentucky to offer the AuD degree.
Feedback from Other Institutions:	See Appendix G

Similar Program 4	
Institution:	Murray State University
Comparison of Objectives/Focus/Curriculum to Similar Programs:	Undergraduate degree programs in Communication Sciences and Disorders are designed to prepare students to meet the rigors of graduate study in order to apply for licensure and certification. As such, the curricula between programs varies little. However, there are two significant differences between the program at MSU and the proposed program at UofL: #1: Undergraduate students at UofL will be required to earn a 12-credit hour certificate focusing on ethical leadership and service integrity OR complete a 12-credit hour certificate focusing on conflict analysis, conflict transformation, and peace building. #2: UofL is the only institution in the state of Kentucky to offer the AuD degree; traditionally a four-year clinical doctoral degree. Undergraduate students will be allowed to accelerate completion of the doctorate through a 3+4 approach where year 1 of the AuD degree is completed during the student's senior year (as an undergraduate) at UofL.
Comparison of Student Populations:	UofL's (23%) outranks MSU's (11%) in terms of the composition of its undergraduate students (i.e., underrepresented minorities). Moreover, very few students from MSU have historically elected to attend graduate school in pursuit of the AuD. Our efforts per these targets are two-fold: #1: The program will partner with Simmons College—located in Louisville and one of two Historically Black

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	Colleges and Universities in Kentucky—to recruit underrepresented minorities that might be interested in pursuing audiology or speech-language pathology through the established Metroversity program. #2: Students will have access to several faculty who hold degrees in audiology that can provide mentorship and guidance as they matriculate through the program; possibly electing the 3+4 option (leading to the AuD).
Access to Existing Programs:	UofL is poised to recruit a larger number of underrepresented minorities given its location within a large metropolitan area and its proximity to Simmons College and other institutions within the city. Moreover, UofL is the only institution in the state of Kentucky to offer the AuD degree.
Feedback from Other Institutions:	See Appendix G

IX. Funding Sources:

1) *Will additional faculty be needed?*
The BS in Communication Sciences and Disorders will require one (1) new faculty line (salary + fringe) ($83,000 + $18,260) = $101,260.

2) *Faculty Workload*
The current doctoral faculty composition for the MS in communicative disorders consists of four full-time faculty members, one part-time faculty member, and three gratis faculty member appointments. The AuD doctoral program in audiology also consists of four full-time faculty members. Since the MS in communicative disorders program includes "a leveling year" for some applicants (23 credit hours), a portion of the undergraduate curriculum is already in-place. CMDS 245 (3 credit hours), CMDS 595 (3 credit hours), and CMDS 500 will be team-taught by current faculty members from both the MS in communicative disorders and the AuD doctoral program in audiology. As such, the current faculty will be able to assume 35 credit hours of the proposed 47-credit hour plan of studies for the major requirement; 24 credit hours of required courses are outside of the department. The new program will impact existing faculty workloads in three primary ways: #1) increased number of students in their existing courses, #2) the addition of 2-3 lectures for team-taught courses, and #3) additional students to advise. Appendix A provides the suggested sequence for the undergraduate program.

The requested additional one (1) faculty member will be responsible for teaching 12 credit hours annually and advising students. This model is consistent with the majority of the other faculty members in the department. The additional faculty line will ensure that both the MS in communicative disorders and the AuD doctoral program in audiology programs' accreditation remains stable as the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) regularly monitors doctoral faculty-to-student ratios. Undergraduate programs are not accredited by the CAA. There are no plans in place regarding distance education.

3) *Budgetary Rationale*
The projected enrollment and revenue for the program is listed/repeated in Table 5 and considers possible attrition rates.

Table 5. Projected Enrollment and Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
Incoming	10	15	20	25	25
Yr 1 Retained		9	14	19	
Yr 2 Retained			9	14	24
Yr 3 Retained				9	19
Yr 4 Retained					14
Full-Time	10	24	43	67	82
Revenue ($)	$0	$20,979	$116,550	$219,780	$303,030

The largest expenditure of the program at its onset will be the additional faculty line as requested above. It is anticipated that the costs associated with the faculty lines, in addition to the initial costs of the program will be debited from existing monies (i.e., internal reallocation) generated by the current MS program in communicative disorders (75% of tuition), the AuD doctoral program in audiology (75% of tuition), and the revenue generated by the existing undergraduate preparatory coursework and the future undergraduate program ($333.00 per credit hour per student). Certainly, this is dependent upon approval from the Dean of the School of Medicine.

The historical composition of undergraduate students electing to complete our existing leveling coursework appear to come from six majors at UofL: public health, business/marketing, individualized major, psychology, communication, and education. It is possible these programs may be negatively affected somewhat by the creation of the B.S. in Communication Sciences and Disorders; however, it is anticipated that the impact will be minimal.

4) *Provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel need to provide faculty training and/or assistance with instructional design.*
The program is requesting a conservative internal reallocation of $125,000 in order to meet the teaching, marketing, and personnel needs necessary to initiate the degree. As previously indicated, the largest expenditure centers on the faculty line request at (n=$101,260) [years 1-5; see Table 6 below]. Five percent will be allocated for marketing and outreach (n=$6,250) [years 1-5; see Table 6 below]. The remaining funds (n=$17,490) will be used to help offset the costs associated with faculty training, facilities, and/or technology needs in effort to ease any prospective burdens on other departments within the university [years 1-5; see Table 6 below].

5) *Financial Resources and Program Impact*
The projected financial resources and program impact is listed in Table 6. Revenues are based on the current budget model where academic units receive $333.00 per credit hour instructed.

Table 6. Financial Resources

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Total
General Funds: Internal Reallocation	$125,000	$125,000	$125,000	$125,000	$125,000	$625,000
Grants or Gifts	$0	$0	$0	$0	$0	$0
Other Revenues: Tuition	$0	$20,979	$116,550	$219,780	$303,030	$660,339
Total Projected Revenues	$125,000	$145,979	$241,550	$344,780	$428,030	$1,285,339

6) *New Resource Requirements*
Table 7 provides an overview of projected expenses.

Table7. Projected Expenses

Projected Expenses	Year 1		Year 2		Year 3		Year 4		Year 5		Five-Year Total	
	#	Cost	#	Cost	#	Cost	#	Cost	#	Cost	#	Cost
Faculty Lines	1	$101,260	1	$101,260	1	$101,260	1	$101,260	1	$101,260	1	$506,300
Graduate Assistants	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Library Support		$0		$0		$0		$0		$0		$0
Facilities/Technology		$10,000		$10,000		$10,000		$10,000		$10,000		$50,000
Other (Marketing)		$6,250		$6,250		$6,250		$6,250		$6,250		$31,250
Other (Misc)		$7,490		$7,490		$7,490		$7,490		$7,490		$37,450
Total Projected Expenses		$125,000		$125,000		$125,000		$125,000		$125,000		$625,000

X. Online Delivery:
There are no plans in place regarding distance education.

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Appendix A

Cardinal Core Coursework

Skills

Written Communication	6 Credit Hours
Oral Communication	3 Credit Hours
Quantitative Reasoning	3 Credit Hours

Disciplinary Perspectives

Arts and Humanities	6 Credit Hours
Social/Behavioral Sciences	3 Credit Hours
Social/Behavioral Sciences (Historical Perspective)	3 Credit Hours
Natural Sciences	6 Credit Hours
Natural Science Lab	1 Credit Hour

Diversity

US Diversity (D1)	(incorporated above)
Global Diversity (D2)	(incorporated above)

Total	31 Credit Hours

Example Flight Plan

Freshman Year (Fall)   NOTES and/or Suggested Courses (Cardinal Core)

Written Communication 1	3 Credit Hours	ENGL 101 Introduction to College Writing
Oral Communication	3 Credit Hours	COMM 111 Public Speaking
Quantitative Reasoning	3 Credit Hours	MATH 109 Elementary Statistics (meets ASHA Reqt)
Social-Behavioral Science Historical Perspective + US Diversity (D1)	3 Credit Hours	ITP 115/ASL 115 Introduction to Deaf Culture (Program Requirement)
Natural Science	3 Credit Hours	CHEM 105 Chemistry and Contemporary Society (meets ASHA Reqt)

Freshman Year (Spring)

Written Communication 2	3 Credit Hours	ENGL 102 Intermediate College Writing
Social-Behavioral Science	3 Credit Hours	PSYC 201 Introduction to Psychology (meets ASHA Reqt)
Arts & Humanities 1 + Global Diversity (D2)	3 Credit Hours	Any AHD2 Course
Arts & Humanities 2	3 Credit Hours	PHIL 211 Critical Thinking
Natural Science	3 Credit Hours	BIOL 102 Biology: Current Issues & Applications (meets ASHA Reqt)
Natural Science Lab	1 Credit Hour	BIOL 104: Laboratory for Biology: Current Issues & Applications

Revenue to Academic Unit ($0 per student) [Freshman Semesters Combined]

Sophomore Year (Fall) [Students will apply to the program after completion of the fall semester.]

*CMDS 245: Survey of Communication Sciences & Disorders (CSD)	3 Credit Hours	Change Course #; Team
**ASL 101: American Sign Language 1	3 Credit Hours	
**PSYC 306: Lifespan Developmental Psychology	3 Credit Hours	
*CMDS 270: Clinical Observation	1 Credit Hour	Change Course #; Haley
Electives		

Revenue to Academic Unit ($1332 per student) [Sophomore Fall]

Sophomore Year (Spring)

**EDSP 240: Introduction to Exceptional Children	3 Credit Hours	
*CMDS 272: Anatomy and Physiology: Speech/Hearing Mechanisms	3 Credit Hours	Kellyanna
**ASL 201: American Sign Language 2	3 Credit Hours	
Electives		

Revenue to Academic Unit ($999 per student) [Sophomore Spring]
Revenue to Academic Unit ($2331 per student) [Sophomore Semesters Combined]

Junior Year (Fall)

**LING 325: Introduction to Linguistics	3 Credit Hours

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*PSYC 571: Speech Science   3 Credit Hours   Maria
*CMDS 463: Clinical Phonetics   3 Credit Hours   Alan
*CMDS 405: Introduction to Audiology/Techniques   3 Credit Hours   Brittany[2]
*CMDS 471: Functional Neuroanatomy   3 Credit Hours   Kellyanna
Revenue to Academic Unit ($3996 per student) [Junior Fall]

Junior Year (Spring)
*CMDS 464: Normal Speech/Language Development   4 Credit Hours   Karen
*CMDS 450: Diagnostics   3 Credit Hours   Brittany
*CMDS 402: Speech Sound Disorders   3 Credit Hours   Brittany
*CMDS 430: Aural Rehabilitation   3 Credit Hours   Cheryl
*CMDS 412: Disorders of Language   3 Credit Hours   Kinya
Revenue to Academic Unit ($5328 per student) [Junior Spring]
Revenue to Academic Unit ($9324 per student) [Junior Semesters Combined]

Senior Year (Fall)
**LING 522: Structure of Modern American English   3 Credit Hours
*CMDS 474: Multicultural Issues in CSD   3 Credit Hours   Brittany
**HSS 393: Medical Terminology   3 Credit Hours
*CMDS 490: Clinical Methods in CSD   3 Credit Hours
Electives
Revenue to Program ($1998 per student) [Senior Fall]

Senior Year (Spring)
*CMDS 500: Independent Study in CSD   3 Credit Hours   Team
*CMDS 595: Special Topics in CSD   3 Credit Hours   Team
*CMDS 495: Clinical Experiences in CSD   3 Credit Hours
Electives
Revenue to Academic Unit ($2997 per student) [Senior Spring]
Revenue to Academic Unit ($4995 per student) [Senior Semesters Combined]

Credit Hours Summary
Cardinal Core | 31 Credit Hours
*Required Courses Inside Department | 47 Credit Hours
**Required Courses Outside Department | 24 Credit Hours
Electives | 18 Credit Hours   (Minimum)

Total   **120 Credit Hours**

Optional Track

Early Admission to AuD Track
Students may apply for early admission to the AuD program and complete year one (of the AuD program) beginning their senior year of the undergraduate program. Students would replace CMDS coursework with the AuD courses listed below. The BS in CSD would be awarded after successful completion of the first year of the AuD program.

Senior Year (Fall)
AUDI 500: Anatomy and Physiology for Communication Sciences   3 Credit Hours
AUDI 504: Essential Techniques in Audiometry   3 Credit Hours
AUDI 506: Acoustics   3 Credit Hours
AUDI 514: Clinical Techniques 1   1 Credit Hour
AUDI 510: Clinical Clerkship 1   1 Credit Hour

Senior Year (Spring)

AUDI 526: Assessment and Management of Vestibular Disorders	3 Credit Hours
AUDI 524: Amplification Technology	3 Credit Hours
AUDI 522: Electrophysiologic Techniques in Audiology	3 Credit Hours
AUDI 515: Clinical Techniques 2	2 Credit Hours
AUDI 510: Clinical Clerkship 1	1 Credit Hour

Total	**23 Credit Hours**

Appendix B

CSD Programs Housed in Schools/Colleges of Medicine

University	Location	UG	G	Doctoral Faculty
University of Louisville	School of Medicine	None	63	5
Washington State University	College of Medicine	57	50	10
University of Nevada, Reno	School of Medicine	200	50	12
University of North Carolina, Chapel Hill	School of Medicine	None	60	12
University of Hawaii, Manoa	School of Medicine	None	31	3
			M=50.8	*M*=8.4

CSD Programs Housed in Schools of Nursing, Public Health, and/or Health Sciences

University	Location	UG	G	Doctoral Faculty
Eastern Washington University	College of Health Science and Public Health	69	50	9
Jackson State University	School of Public Health	80	38	5
Temple University	College of Public Health	250	62	20
University of Florida, Gainesville	College of Public Health and Health Professions	215	59	16
University of Massachusetts, Amherst	School of Public Health and Health Sciences	238	50	16
University of South Carolina	School of Public Health	None	224*	18
Arkansas State University	College of Nursing	371	52	7
CUNY, Hunter College	School of Nursing and Health Professions	None	46	5
Florida International University	College of Nursing a nd Health Sciences	None	92	7
La Salle University	School of Nursing and Health Sciences	106	62	8
Minnesota State University-Mankato	College of Allied Health and Nursing	118	49	15
Mississippi University for Women	College of Nursing and Health Sciences	100	28	3
Southeastern Louisiana University	College of Nursing and Health Sciences	205	67	7
Texas Christian University	College of Nursing and Health Sciences	135	42	13
University of Vermont	College of Nursing and Health Sciences	77	36	6
			M=63.8	*M*=10.3

*Includes Doctoral Program

Benchmark Institutions with CSD Programs

University	Location	UG	G	Doctoral Faculty
University of Louisville	School of Medicine	None	63	5
State University of New York, Buffalo	College of Arts and Sciences	256	70*	9
Temple University	College of Public Health	250	62*	20
University of New Mexico	College of Arts and Sciences	135	71	9
University of Iowa	College of Arts and Sciences	287	45	20
University of North Carolina, Chapel Hill	School of Medicine	None	60*	12
University of Pittsburgh	School of Health and Rehabilitation Sciences	130	73*	12
University of South Carolina	School of Public Health	None	224*	18
University of South Florida	College of Behavioral and Community Sciences	387	166*	21
University of Utah	College of Health	90	96*	14
Wayne State University	College of Arts and Sciences	103	84*	15
			M=92.2	*M*=14.1

*Includes Doctoral Program

CSD Programs in Kentucky

University	Location	UG	G	Doctoral Faculty
University of Louisville	School of Medicine	None	63	5
Eastern Kentucky University	College of Education and Applied Human Sciences	90	62	7
Murray State University	College of Education and Human Services	131	64	5
University of Kentucky	College of Health Sciences	95	65*	18
Western Kentucky University	College of Health and Human Services	102	177**	11
Brescia University	Department of Mathematics and Natural Sciences	Not Reported	Not Reported	Not Reported
			M=86.2 w/WKU M=63.5 w/o WKU	M=9.2

Appendix C

Program Overview
Communication Disorders Sciences and Services

Lightcast Q1 2023 Data Set

February 2023

University of Louisville

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Parameters

Completions Year: 2021

Jobs Timeframe: 2019 - 2020

Job Postings Timeframe: Jan 2010 - Dec 2022

Programs:

Code	Description
51.02	Communication Disorders Sciences and Services

Regions:

Code	Description
31140	Louisville/Jefferson County, KY-IN

Education Level:

Description
Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

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There are no regional training providers for your selection.

Program Overview

	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	0	0%	0	0%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	0	0%	0	0%

0
Completions

Market Share by Institution Type

There are no regional Completions for your selection.

Market Share by Program

There are no regional Completions for your selection.

Completions by Institution

There are no regional training providers for your selection.

Regional Trends
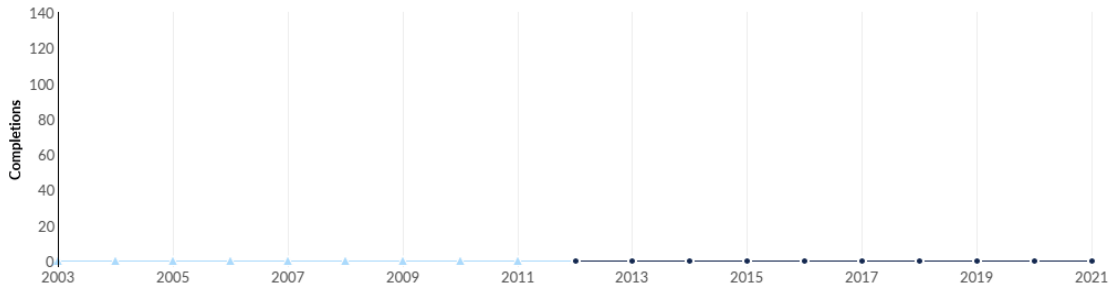
		2012 Completions	2021 Completions	% Change
●	Distance Offered Programs	0	0	0.0%
■	Non-Distance Offered Programs	0	0	0.0%
▲	All Programs	0	0	0.0%

Regional Completions by Award Level

Not enough data for this chart.

Similar Programs

0	0
Programs (2021)	Completions (2021)

27

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

127	+1.6%	$35.62/hr $74.1K/yr	20
Jobs (2019)*	% Change (2019-2020)*	Median Earnings	Annual Openings*
7% below National average*	Nation: -0.2%*	Nation: $29.02/hr; $60.4K/yr	

Occupation	2019 Jobs*	Annual Openings*	Median Earnings	Growth (2019 - 2020)*	Location Quotient (2019)*
Speech-Language Pathologists	63	9	$45.64/hr	0.00%	0.96
Healthcare Support Workers, All Other	59	10	$20.21/hr	+3.39%	0.91
Audiologists	<10	Insf. Data	$38.88/hr	Insf. Data	Insf. Data

Job Postings Summary

381	4 : 1	15 days
Unique Postings	Posting Intensity	Median Posting Duration
1,338 Total Postings		Regional Average: 18 days
	Regional Average: 4 : 1	

There were **1,338** total job postings for your selection from January 2010 to December 2022, of which **381** were unique. These numbers give us a Posting Intensity of **4-to-1**, meaning that for every 4 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

Top Companies Posting

Company	Total/Unique (Jan 2010 - Dec 2022)	Posting Intensity	Median Posting Duration
Kindred Healthcare	62 / 34	2 : 1	28 days
Harrison Healthcare Center	232 / 31	7 : 1	n/a
Wedgewood Healthcare Center	124 / 20	6 : 1	n/a
Norton Healthcare	101 / 18	6 : 1	15 days
Sellersburg Healthcare Center	148 / 18	8 : 1	n/a
Rolling Hills Healthcare Center	79 / 17	5 : 1	n/a
Communicare Health Services	82 / 15	5 : 1	14 days
BrightSpring Health Services	16 / 10	2 : 1	0 days
Indian Creek Healthcare Center	32 / 9	4 : 1	20 days
Legacy Healthcare Services	15 / 9	2 : 1	52 days

Top Posted Job Titles

Job Title	Total/Unique (Jan 2010 - Dec 2022)	Posting Intensity	Median Posting Duration
Speech Language Pathologists	933 / 210	4 : 1	5 days
Clinical Nurse Liaisons	47 / 24	2 : 1	39 days
Speech Therapists	38 / 21	2 : 1	0 days
Child Therapists	29 / 12	2 : 1	10 days
Day Support Professionals	13 / 6	2 : 1	6 days
Outpatient Speech Language Pathologists	9 / 5	2 : 1	n/a
Clinical Advisors	9 / 4	2 : 1	0 days
Medical Social Workers	15 / 4	4 : 1	40 days
Specialized Consultants	11 / 4	3 : 1	12 days
Directors of Rehabilitation	3 / 3	1 : 1	n/a
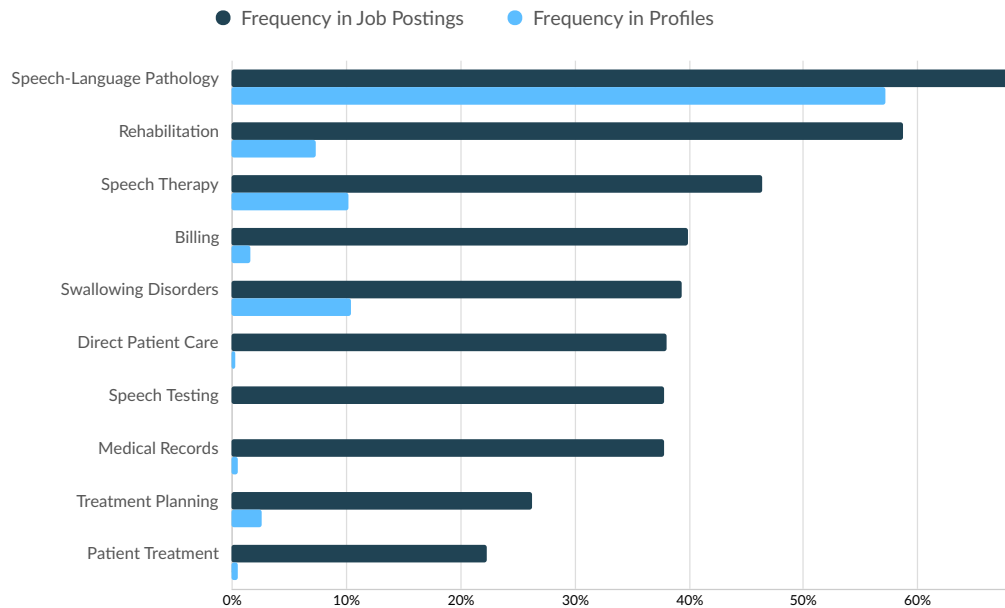
29

Top Specialized Skills

● Frequency in Job Postings　　● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Speech-Language Pathology	262	69%	455	57%
Rehabilitation	224	59%	59	7%
Speech Therapy	177	46%	81	10%
Billing	152	40%	13	2%
Swallowing Disorders	150	39%	83	10%
Direct Patient Care	145	38%	3	0%
Speech Testing	144	38%	0	0%
Medical Records	144	38%	4	1%
Treatment Planning	100	26%	21	3%
Patient Treatment	85	22%	4	1%

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Top Common Skills

● Frequency in Job Postings   ● Frequency in Profiles
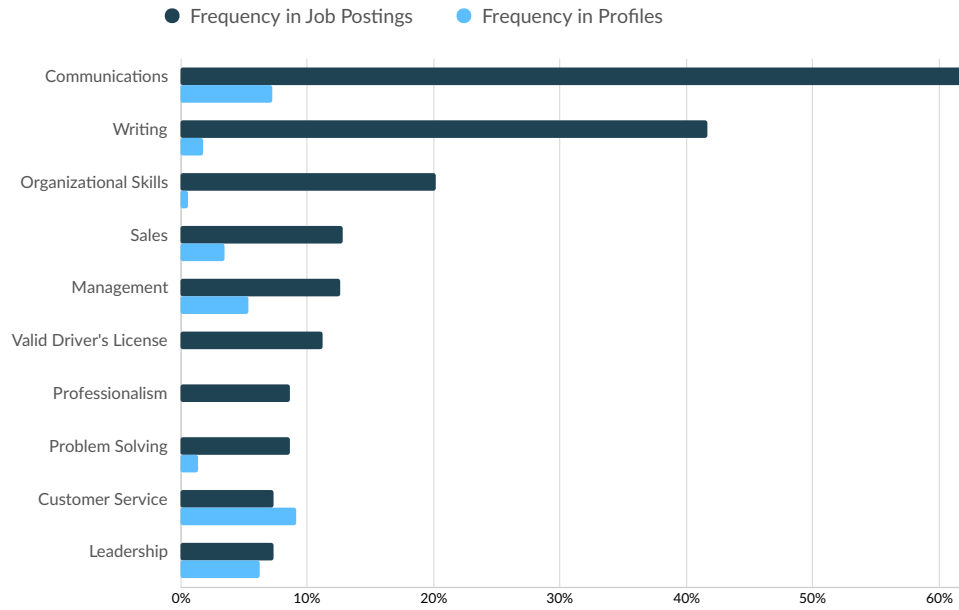
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	237	62%	58	7%
Writing	159	42%	14	2%
Organizational Skills	77	20%	5	1%
Sales	49	13%	28	4%
Management	48	13%	43	5%
Valid Driver's License	43	11%	0	0%
Professionalism	33	9%	0	0%
Problem Solving	33	9%	11	1%
Customer Service	28	7%	73	9%
Leadership	28	7%	50	6%

Top Software Skills

Legend: ● Frequency in Job Postings ● Frequency in Profiles
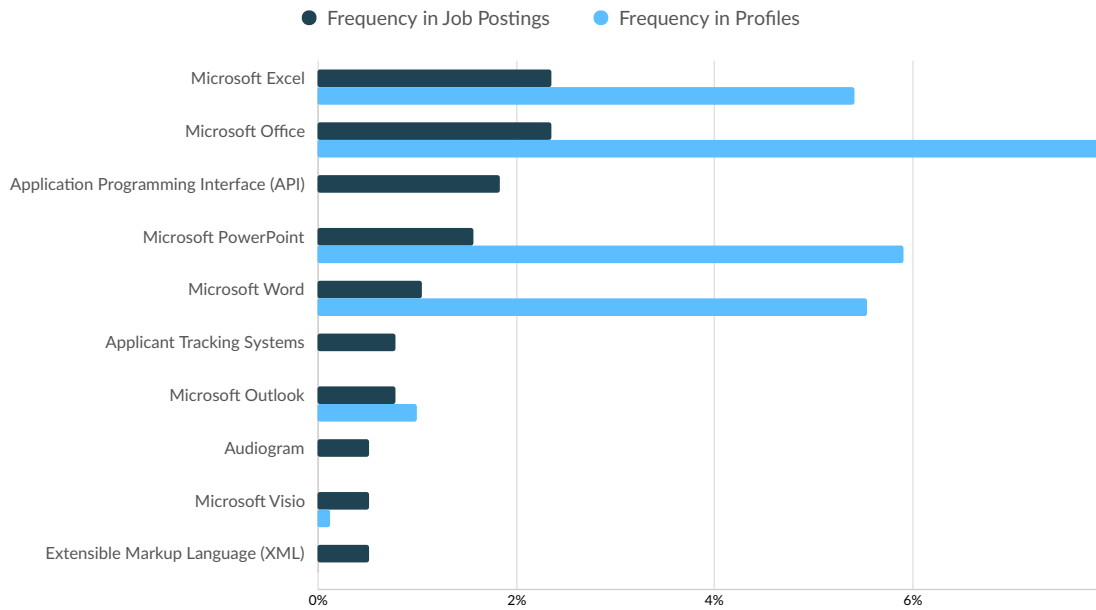
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Excel	9	2%	43	5%
Microsoft Office	9	2%	63	8%
Application Programming Interface (API)	7	2%	0	0%
Microsoft PowerPoint	6	2%	47	6%
Microsoft Word	4	1%	44	6%
Applicant Tracking Systems	3	1%	0	0%
Microsoft Outlook	3	1%	8	1%
Audiogram	2	1%	0	0%
Microsoft Visio	2	1%	1	0%
Extensible Markup Language (XML)	2	1%	0	0%

Top Qualifications

Qualification	Postings with Qualification
Registered Nurse (RN)	50
Certificate Of Clinical Competence In Speech-Language Pathology (CCC-SLP)	31
Teaching Certificate	10
Basic Life Support (BLS) Certification	10
Certified Child Life Specialist	7
Licensed Clinical Social Worker (LCSW)	6
Certified Therapeutic Recreation Specialist	5
Licensed Social Worker	5
Licensed Practical Nurse (LPN)	4
Functional Skills Qualification	3

Appendix A

Program Selection Details

CIP Code	Program Name
51.02	Communication Disorders Sciences and Services

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Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Indiana Department of Workforce Development; Kentucky Center for Statistics

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Appendix D

Program Overview

Communication Disorders Sciences and Services

Lightcast Q1 2023 Data Set

February 2023

University of Louisville

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Kentucky

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Parameters

Completions Year: 2021

Jobs Timeframe: 2019 - 2020

Job Postings Timeframe: Jan 2010 - Dec 2022

Programs:

Code	Description
51.02	Communication Disorders Sciences and Services

Regions:

Code	Description
21	Kentucky

Education Level:

Description
Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

5	150	Completions Distribution
Institutions	Completions	
0% Growth (2017-2021)	-1% Growth (2017-2021)	

Completions Distribution

Average: 30

5 ——————————|—————————— 54

Median: 30

Program Overview

	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	150	100%	5	100%
● Distance Offered Programs	30	20%	1	20%
● Non-Distance Offered Programs	120	80%	4	80%

150
Completions

Market Share by Institution Type
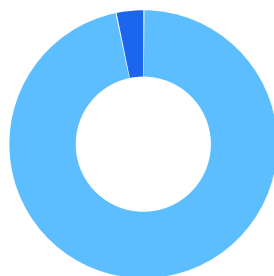
Institution Type	Completions (2021)	Market Share
● Public, 4-year or above	145	96.7%
● Private not-for-profit, 4-year or above	5	3.3%

Market Share by Program
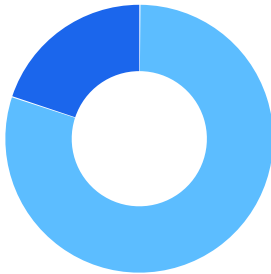
Program	Completions (2021)	Market Share
● Audiology/Audiologist and Speech-Language Pathology/Pathologist (51.0204)	120	80.0%
● Communication Sciences and Disorders, General (51.0201)	30	20.0%

Completions by Institution

Institution	Bachelor's Degree Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
University of Kentucky	54	1.9%	36.0%	$12,610	
Eastern Kentucky University	31	-6.1%	20.7%	$9,752	
Murray State University	30	7.1%	20.0%	$9,252	
Western Kentucky University	30	-16.7%	20.0%	$10,992	
Brescia University	5	0.0%	3.3%	$26,950	

Regional Trends
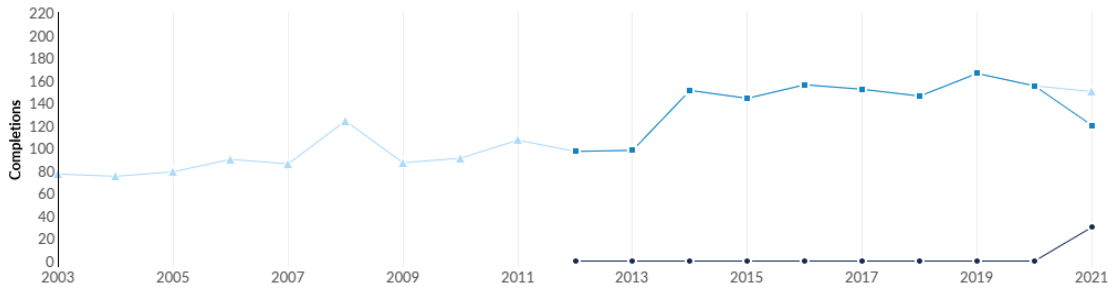
	2012 Completions	2021 Completions	% Change
● Distance Offered Programs	0	30	Insf. Data
■ Non-Distance Offered Programs	97	120	+23.7%
▲ All Programs	97	150	+54.6%

Regional Completions by Award Level

Award Level	Completions (2021)	Percent	
● Bachelor's Degree	150	100.0%	▬▬▬▬

Similar Programs

2	150
Programs (2021)	Completions (2021)

CIP Code	Program	Bachelor's Degree Completions (2021)
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	120
51.0201	Communication Sciences and Disorders, General	30

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

430	0.0%	$29.71/hr $61.8K/yr	68
Jobs (2019)*	% Change (2019-2020)*	Median Earnings	Annual Openings*
11% above National average*	Nation: -0.2%*	Nation: $29.02/hr; $60.4K/yr	

Occupation	2019 Jobs*	Annual Openings*	Median Earnings	Growth (2019 - 2020)*	Location Quotient (2019)*
Speech-Language Pathologists	229	23	$35.85/hr	-1.31%	1.23
Healthcare Support Workers, All Other	189	42	$18.36/hr	+0.53%	1.02
Audiologists	12	2	$32.93/hr	+16.67%	0.79

Job Postings Summary

741	2 : 1	15 days
Unique Postings	Posting Intensity	Median Posting Duration
1,672 Total Postings	Regional Average: 3 : 1	Regional Average: 16 days

There were **1,672** total job postings for your selection from January 2010 to December 2022, of which **741** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Top Companies Posting

Company	Total/Unique (Jan 2010 - Dec 2022)	Posting Intensity	Median Posting Duration
Encompass Health	306 / 75	4 : 1	20 days
Kindred Healthcare	78 / 39	2 : 1	28 days
Aegis Therapies	33 / 20	2 : 1	n/a
Norton Healthcare	101 / 18	6 : 1	15 days
LifePoint Health	44 / 17	3 : 1	6 days
Communicare Health Services	71 / 16	4 : 1	19 days
LHC Group	26 / 14	2 : 1	6 days
Intrepid International Ltd	38 / 13	3 : 1	0 days
CommonSpirit Health	18 / 12	2 : 1	n/a
Genesis HealthCare	54 / 12	5 : 1	6 days

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Top Posted Job Titles

Job Title	Total/Unique (Jan 2010 - Dec 2022)	Posting Intensity	Median Posting Duration
Speech Language Pathologists	733 / 353	2 : 1	8 days
Speech Therapists	114 / 59	2 : 1	2 days
Clinical Nurse Liaisons	53 / 28	2 : 1	39 days
Audiologists	34 / 21	2 : 1	0 days
Home Health Speech Language Pathologists	27 / 15	2 : 1	30 days
Therapists/Speech Language Pathologists	30 / 15	2 : 1	n/a
Child Therapists	29 / 12	2 : 1	10 days
Directors of Rehabilitation	34 / 12	3 : 1	39 days
Speech Language Pathologist Assistants	17 / 12	1 : 1	8 days
Medical Social Workers	29 / 11	3 : 1	40 days

Top Specialized Skills
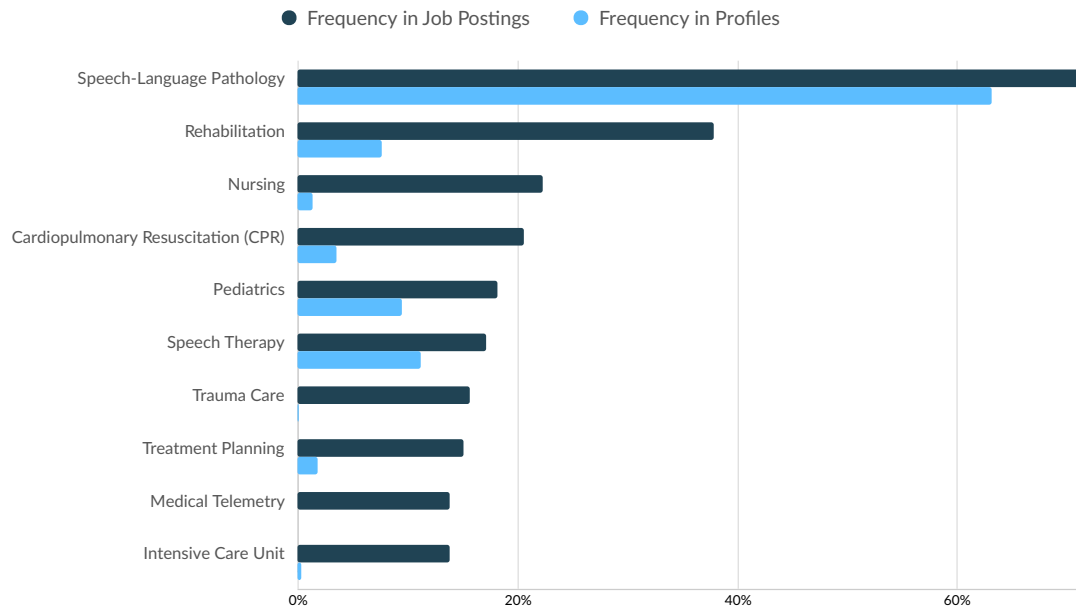
● Frequency in Job Postings ● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Speech-Language Pathology	530	72%	1,248	63%
Rehabilitation	281	38%	151	8%
Nursing	165	22%	27	1%
Cardiopulmonary Resuscitation (CPR)	153	21%	69	3%
Pediatrics	135	18%	188	10%
Speech Therapy	127	17%	221	11%
Trauma Care	116	16%	3	0%
Treatment Planning	112	15%	37	2%
Medical Telemetry	103	14%	0	0%
Intensive Care Unit	103	14%	7	0%

44

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Top Common Skills

● Frequency in Job Postings ● Frequency in Profiles
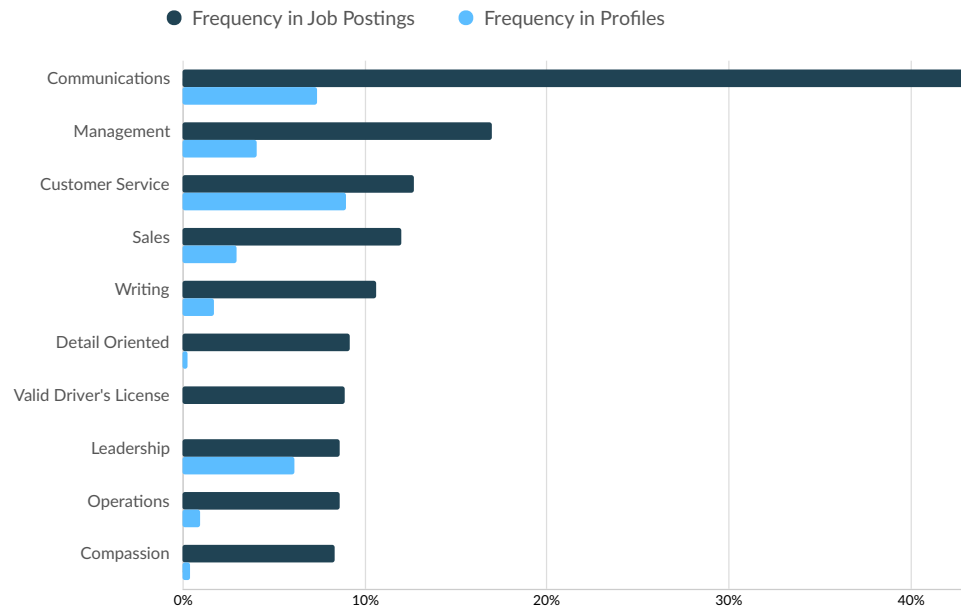
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	320	43%	146	7%
Management	126	17%	81	4%
Customer Service	94	13%	177	9%
Sales	89	12%	59	3%
Writing	79	11%	34	2%
Detail Oriented	68	9%	6	0%
Valid Driver's License	66	9%	0	0%
Leadership	64	9%	122	6%
Operations	64	9%	19	1%
Compassion	62	8%	8	0%

45

Top Software Skills

● Frequency in Job Postings   ● Frequency in Profiles
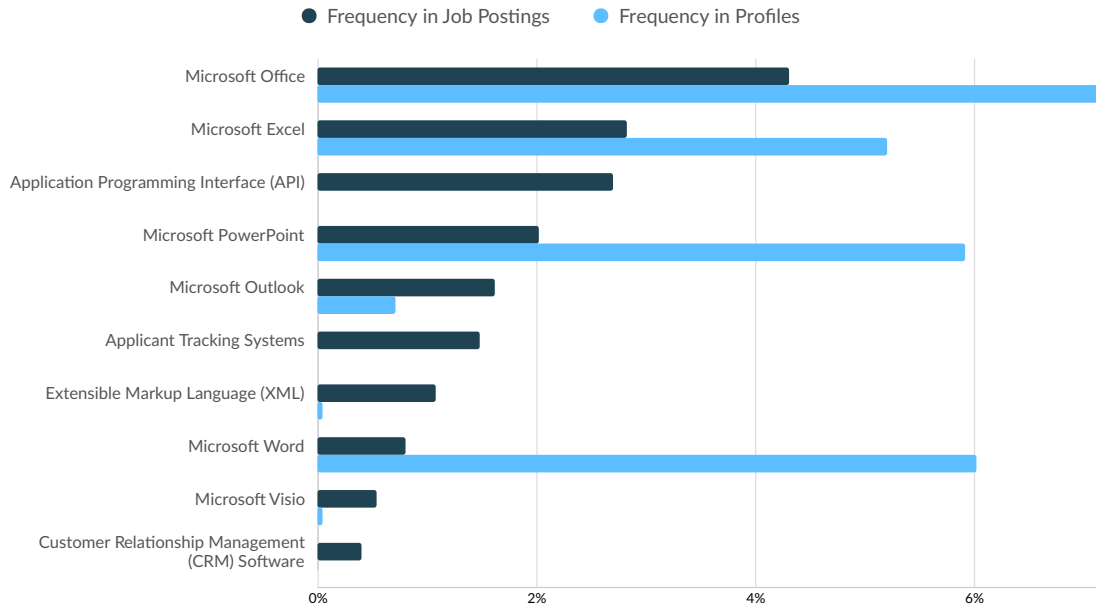
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	32	4%	142	7%
Microsoft Excel	21	3%	103	5%
Application Programming Interface (API)	20	3%	0	0%
Microsoft PowerPoint	15	2%	117	6%
Microsoft Outlook	12	2%	14	1%
Applicant Tracking Systems	11	1%	0	0%
Extensible Markup Language (XML)	8	1%	1	0%
Microsoft Word	6	1%	119	6%
Microsoft Visio	4	1%	1	0%
Customer Relationship Management (CRM) Software	3	0%	0	0%

Top Qualifications

Qualification	Postings with Qualification
Registered Nurse (RN)	161
Certificate Of Clinical Competence In Speech-Language Pathology (CCC-SLP)	83
Basic Life Support (BLS) Certification	34
Certificate Of Clinical Competence In Audiology (CCC-A)	14
Teaching Certificate	12
Licensed Clinical Social Worker (LCSW)	12
Licensed Social Worker	10
Certified Child Life Specialist	7
Certified Occupational Therapy Assistant	7
Master Of Business Administration (MBA)	7

Appendix A

Program Selection Details

CIP Code	Program Name
51.02	Communication Disorders Sciences and Services

48

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Kentucky Center for Statistics

Appendix E

Program Overview
Communication Disorders Sciences and Services

Lightcast Q1 2023 Data Set

February 2023

University of Louisville

Kentucky

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Parameters

Completions Year: 2021

Jobs Timeframe: 2019 - 2020

Job Postings Timeframe: Jan 2010 - Dec 2022

Programs:

Code	Description
51.02	Communication Disorders Sciences and Services

Regions:

Code	Description
0	United States

Education Level:

Description
Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

265	11,309	Completions Distribution
Institutions	Completions	
4% Growth (2017-2021)	-1% Growth (2017-2021)	Average: 42.7
		1 ⊢⊣ 322
		Median: 33
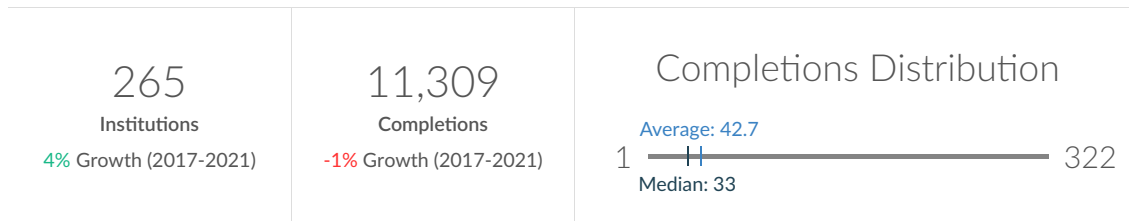
Program Overview

	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	11,309	100%	265	100%
● Distance Offered Programs	877	8%	18	7%
● Non-Distance Offered Programs	10,432	92%	248	94%

11,309
Completions

Market Share by Institution Type
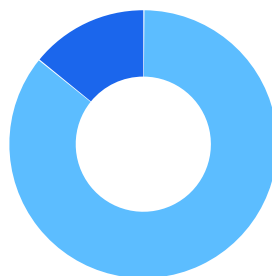
Institution Type	Completions (2021)	Market Share
● Public, 4-year or above	9,698	85.8%
● Private not-for-profit, 4-year or above	1,611	14.2%

Market Share by Program
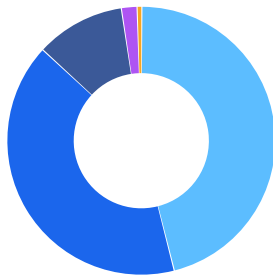
	Program	Completions (2021)	Market Share
●	Communication Sciences and Disorders, General (51.0201)	5,199	46.0%
●	Audiology/Audiologist and Speech-Language Pathology/Pathologist (51.0204)	4,616	40.8%
●	Speech-Language Pathology/Pathologist (51.0203)	1,216	10.8%
●	Audiology/Audiologist (51.0202)	213	1.9%
●	Other	65	0.6%

Completions by Institution

Institution	Bachelor's Degree Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Utah State University	322	-4.7%	2.8%	$8,960	
University of Central Florida	239	-7.4%	2.1%	$6,368	
California State University-Los Angeles	179	27.9%	1.6%	$6,785	
University of South Florida	171	-14.5%	1.5%	$6,410	
California State University-Fullerton	156	0.6%	1.4%	$6,976	
San Diego State University	137	18.1%	1.2%	$8,136	
California State University-Sacramento	129	-9.8%	1.1%	$7,392	
California State University-Fresno	125	8.7%	1.1%	$6,653	
California State University-Northridge	124	37.8%	1.1%	$7,043	
The Pennsylvania State University	124	-15.1%	1.1%	$15,890	

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Regional Trends
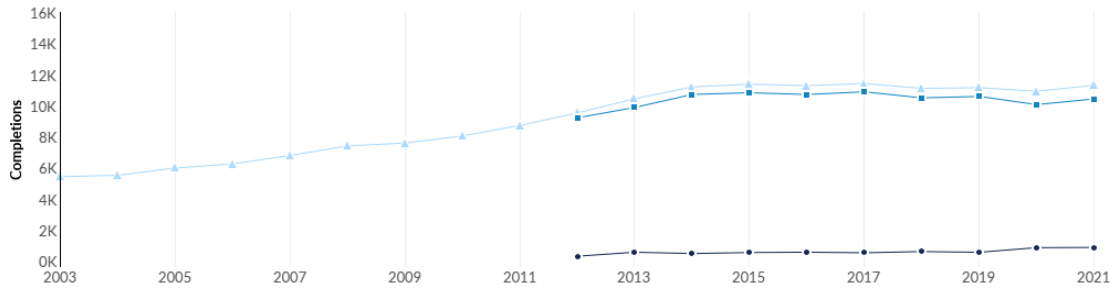
		2012 Completions	2021 Completions	% Change
●	Distance Offered Programs	311	877	+182.0%
■	Non-Distance Offered Programs	9,217	10,432	+13.2%
▲	All Programs	9,528	11,309	+18.7%

Regional Completions by Award Level

	Award Level	Completions (2021)	Percent	
●	Bachelor's Degree	11,309	100.0%	▬▬▬

54

Similar Programs

9	11,958
Programs (2021)	Completions (2021)

CIP Code	Program	Bachelor's Degree Completions (2021)
51.0201	Communication Sciences and Disorders, General	5,199
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	4,616
51.0203	Speech-Language Pathology/Pathologist	1,216
51.0899	Allied Health and Medical Assisting Services, Other	630
51.0202	Audiology/Audiologist	213
51.0299	Communication Disorders Sciences and Services, Other	65
51.0816	Speech-Language Pathology Assistant	19
51.0814	Radiologist Assistant	0
51.3799	Energy and Biologically Based Therapies, Other	0

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

33,395	-0.2%	$29.02/hr $60.4K/yr	5,111
Jobs (2019)*	% Change (2019-2020)*	Median Earnings	Annual Openings*

Occupation	2019 Jobs*	Annual Openings*	Median Earnings	Growth (2019 - 2020)*
Speech-Language Pathologists	16,067	1,323	$37.98/hr	-3.80%
Healthcare Support Workers, All Other	15,992	3,612	$18.22/hr	+3.61%
Audiologists	1,336	176	$37.97/hr	-2.62%

Job Postings Summary

74,112	3 : 1	16 days
Unique Postings	Posting Intensity	Median Posting Duration
211,086 Total Postings	Regional Average: 3 : 1	Regional Average: 18 days

There were **211,086** total job postings for your selection from January 2010 to December 2022, of which **74,112** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Top Companies Posting

| Company	Total/Unique (Jan 2010 - Dec 2022)	Posting Intensity	Median Posting Duration
Encompass Health	10,437 / 2,636	4 : 1	22 days
Soliant Health	7,436 / 2,075	4 : 1	33 days
Supplemental Health Care	3,940 / 861	5 : 1	16 days
Kindred Healthcare	2,440 / 843	3 : 1	17 days
Legacy Healthcare Services	2,065 / 785	3 : 1	45 days
Amazon	3,696 / 764	5 : 1	26 days
EBS Healthcare	832 / 736	1 : 1	0 days
BrightSpring Health Services	2,239 / 728	3 : 1	7 days
Sunbelt Staffing	1,313 / 582	2 : 1	20 days
ProCare Therapy	1,150 / 546	2 : 1	14 days

Top Posted Job Titles

| Job Title	Total/Unique (Jan 2010 - Dec 2022)	Posting Intensity	Median Posting Duration
Speech Language Pathologists	91,219 / 31,297	3 : 1	17 days
Speech Therapists	11,197 / 4,576	2 : 1	9 days
Speech Language Pathologist Assistants	15,595 / 4,255	4 : 1	24 days
Direct Support Professionals	3,342 / 1,220	3 : 1	27 days
Pediatric Speech Language Pathologists	5,384 / 1,152	5 : 1	17 days
Travel Therapists/Speech Language Pathologists	4,205 / 1,150	4 : 1	n/a
Therapeutic Support Staff	2,200 / 1,088	2 : 1	19 days
School Speech Language Pathologists	4,539 / 910	5 : 1	15 days
Therapists/Speech Language Pathologists	2,762 / 855	3 : 1	8 days
Audiologists	2,002 / 738	3 : 1	17 days
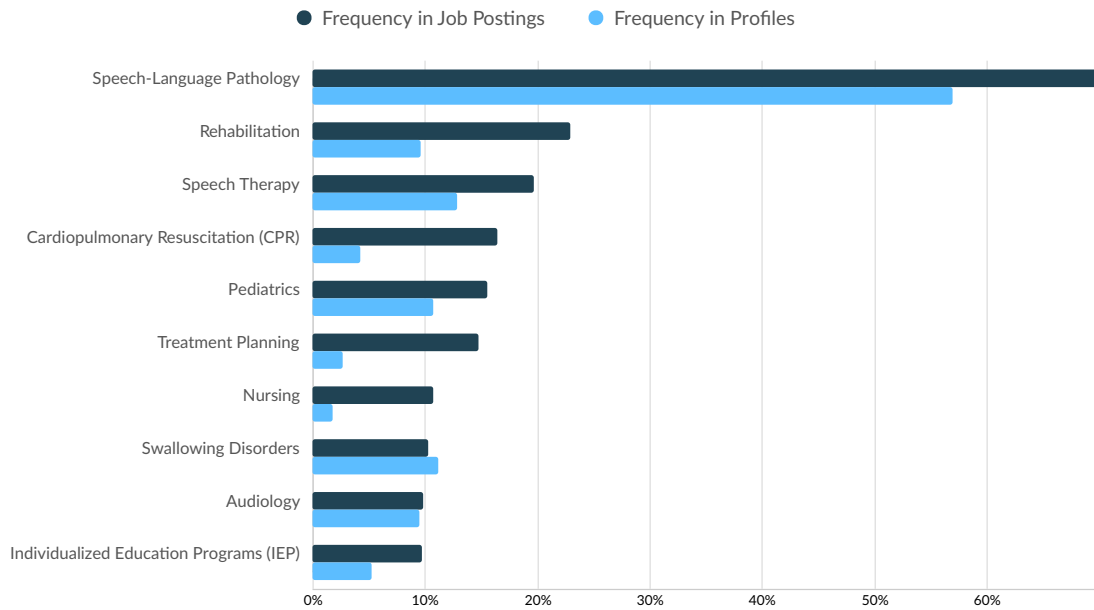
57

Top Specialized Skills

● Frequency in Job Postings   ● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Speech-Language Pathology	51,842	70%	97,246	57%
Rehabilitation	17,011	23%	16,469	10%
Speech Therapy	14,613	20%	21,925	13%
Cardiopulmonary Resuscitation (CPR)	12,166	16%	7,190	4%
Pediatrics	11,570	16%	18,435	11%
Treatment Planning	10,981	15%	4,647	3%
Nursing	7,935	11%	3,040	2%
Swallowing Disorders	7,651	10%	19,155	11%
Audiology	7,287	10%	16,192	9%
Individualized Education Programs (IEP)	7,236	10%	8,943	5%

Top Common Skills

● Frequency in Job Postings   ● Frequency in Profiles
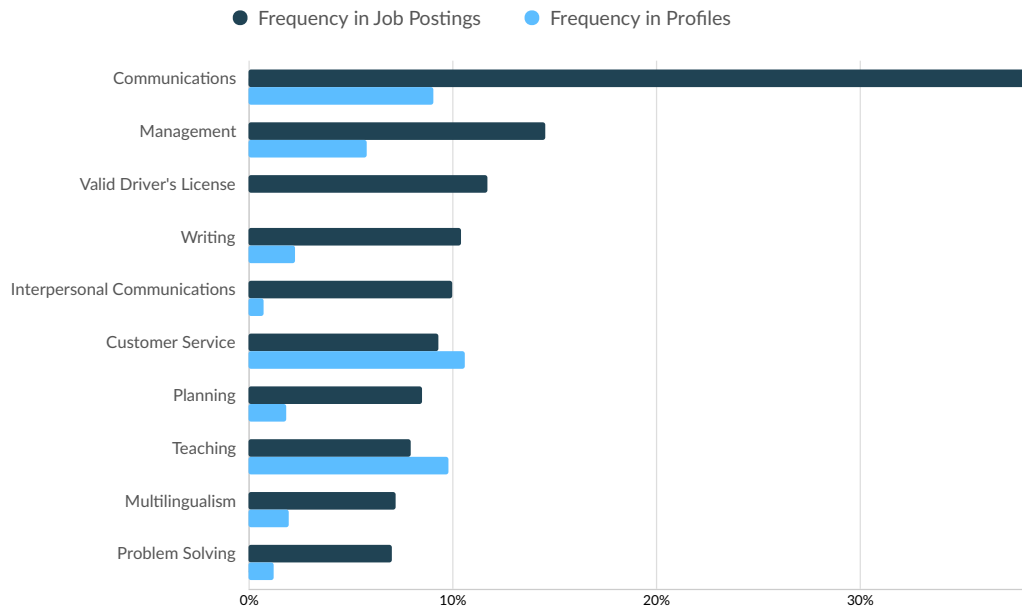
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	28,610	39%	15,498	9%
Management	10,799	15%	9,914	6%
Valid Driver's License	8,699	12%	24	0%
Writing	7,747	10%	3,950	2%
Interpersonal Communications	7,433	10%	1,301	1%
Customer Service	6,896	9%	18,178	11%
Planning	6,317	9%	3,196	2%
Teaching	5,916	8%	16,752	10%
Multilingualism	5,351	7%	3,361	2%
Problem Solving	5,235	7%	2,098	1%

Top Software Skills

● Frequency in Job Postings   ● Frequency in Profiles
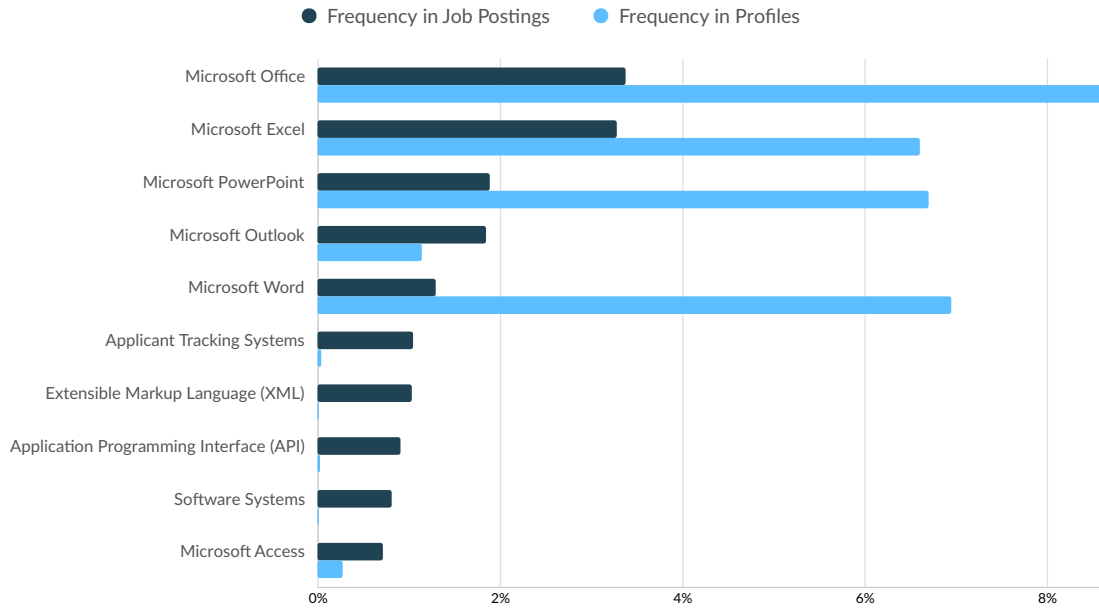
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Office	2,504	3%	14,708	9%
Microsoft Excel	2,432	3%	11,271	7%
Microsoft PowerPoint	1,401	2%	11,436	7%
Microsoft Outlook	1,372	2%	1,949	1%
Microsoft Word	958	1%	11,868	7%
Applicant Tracking Systems	774	1%	75	0%
Extensible Markup Language (XML)	764	1%	34	0%
Application Programming Interface (API)	676	1%	49	0%
Software Systems	606	1%	28	0%
Microsoft Access	534	1%	480	0%

60

Top Qualifications

Qualification	Postings with Qualification
Certificate Of Clinical Competence In Speech-Language Pathology (CCC-SLP)	13,018
Registered Nurse (RN)	6,793
Basic Life Support (BLS) Certification	4,507
Teaching Certificate	2,186
Licensed Practical Nurse (LPN)	870
Certified Occupational Therapy Assistant	632
Certificate Of Clinical Competence In Audiology (CCC-A)	594
Certified Nursing Assistant	520
Hearing Instrument Specialist	466
Basic Cardiac Life Support	397

Appendix A

Program Selection Details

CIP Code	Program Name
51.02	Communication Disorders Sciences and Services

62

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

Appendix F

Table 8. Employer Demand (From Lightcast Q1 2023 Data Sets)

Job Type	Regional Average Wage	Region # of Openings	Regional Growth Projections (%)	State Average Wage	State # of Openings	State Growth Projections (%)	National Average Wage	National # of Openings	National Growth Projections (%)
Audiologist	$38.88/hr	<10	Insufficient Data	$32.93/hr	12	+16.67%	$37.97/hr	16,067	-3.80%
Speech-Language Pathologist	$45.64/hr	63	0%	$35.85/hr	229	-1.31%	$37.98/hr	15,992	-2.62%

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Appendix G

Eastern Kentucky University

Friday, August 25, 2023 at 09:54:20 Eastern Daylight Time

Subject: RE: [EXTERNAL] Undergraduate Program in CSD at UofL
Date: Wednesday, August 23, 2023 at 3:26:45 PM Eastern Daylight Time
From: Ellis, Kellie
To: Smith, Alan
Attachments: image002.jpg, image004.png, image005.png, image006.jpg, image007.png, image003.jpg

CAUTION: This email originated from outside of our organization. Do not click links, open attachments, or respond unless you recognize the sender's email address and know the contents are safe.

Alan,

Thank you for the message. I applaud your work and efforts to provide an undergraduate degree in Communication Sciences and Disorders at U of L. Having two tracks, with one using a 3+4 model, is a great idea! Please let me know if you need anything more formal than this email as documentation of my feedback.

Thanks,
Kellie
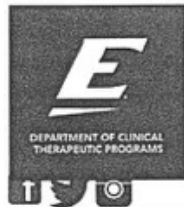
Kellie C. Ellis, Ph.D., CCC/SLP
Chair-Department of Clinical Therapeutic Programs
Professor of Speech-Language Pathology
College of Education and Applied Human Sciences
https://cd.eku.edu
Wallace 202
859-622-1860

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From: Smith, Alan <alan.smith.1@louisville.edu>
Sent: Wednesday, August 23, 2023 12:44 PM
To: Ellis, Kellie <Kellie.Ellis@eku.edu>
Subject: [EXTERNAL] Undergraduate Program in CSD at UofL
Importance: High

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Kellie,
I've been working on developing an UG program for some time now. Part of the process requires that I get input/approval from the other CSD programs in the state. I value your support in this endeavor. The abstract of the planned program is below. Please let me know your thoughts when able.
Alan

The Bachelor of Science (BS) degree in communication sciences and disorders at the University of Louisville (UofL) is a four-year program (minimum 120 credit hours) that seeks to attract top students whose interests center on the biological, physical, sociocultural, and linguistic aspects of human

1 of 2

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University of Kentucky

Friday, August 25, 2023 at 09:53:59 Eastern Daylight Time

Subject: RE: Undergraduate Program in CSD at UofL
Date: Thursday, August 24, 2023 at 9:28:16 AM Eastern Daylight Time
From: Olson, Anne
To: Smith, Alan
Attachments: image003.jpg, image004.jpg

CAUTION: This email originated from outside of our organization. Do not click links, open attachments, or respond unless you recognize the sender's email address and know the contents are safe

Ah ok. It's a CPE requirement. It's not technically going to be in a graduate bulletin or live on a website someplace. That helps a lot. So here's my feedback.

- In principle, yes a BS degree in CSD will be a nice addition to the programming offered at UL as reflected in the planned "Two Year Track"
- The additional 3+4 track that leads to an AuD sounds very appealing for select and talented students. I like that students do earn the BS degree -- is the idea that the degree will be in CSD or in Audiology? That's not clear from the description provided.
  - I would think that you would need to be more clear on what you mean by "certain" students.
  - I wonder if you need to describe this as a "professional doctorate" degree rather than a graduate degree -- it's a subtle difference, but a very real difference.
  - I wonder if you need to say anything about delivery mode for folks at CPE

Good luck Alan! ADO

From: Smith, Alan <alán.smith.1@louisville.edu>
Sent: Wednesday, August 23, 2023 7:42 PM
To: Olson, Anne <aolso2@uky.edu>
Subject: Re: Undergraduate Program in CSD at UofL

CAUTION: External Sender

Hi Anne.
This is just a snapshot of the plan that I've pulled together for my university and possibly the CPE going forward. There is no word limit. I'm only asking if — as Division Director at UK — that you approve my moving forward with an UG program at UofL. This is a CPE requirement and I need feedback from all CSD programs in the state. You are certainly free to disagree with my plan. I hope you feel comfortable indicating such, if that's the case. No worries.
Alan

Alan F. Smith, EdD, CCC-SLP
Associate Professor
Division Chief I Communicative Disorders
Program Director I Speech-Language Pathology

Department of Otolaryngology and Communicative Disorders
School of Medicine Tower, Suite 420
University of Louisville
319 Abraham Flexner Way

afsmit01@louisville.edu
O: 502.852.3970 I F: 502.852.0865 I W: louisville.edu/medicine/degrees/speechpathology

1 of 3

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Western Kentucky University

Wednesday, August 30, 2023 at 09:27:43 Eastern Daylight Time

Subject: Re: [EXTERNAL] Seeking Feedback
Date: Wednesday, August 30, 2023 at 7:09:01 AM Eastern Daylight Time
From: Roden, Leigh Anne
To: Bland, Lauren
CC: Smith, Alan, kimberly.green@wku.edu

CAUTION: This email originated from outside of our organization. Do not click links, open attachments, or respond unless you recognize the sender's email address and know the contents are safe.

This looks good to me as well and will be a great addition to our UG programs in the state.

Leigh Anne Roden, Ed.D., CCC-SLP
Clinical Associate Professor
Undergraduate Program Coordinator
Communication Sciences and Disorders
Western Kentucky University
2706701089 (C)
2707454236 (O)

On Aug 30, 2023, at 5:56 AM, Bland, Lauren <lauren.bland@wku.edu> wrote:

Good morning Alan,

I think the foundation of what you're starting is good. Since you're going for an accelerated audiology track, I think a 3 + 2 program in speech language pathology could be well received. CPE and your BOR might see it as unique.

Thanks for asking.

Lauren

Sent from my iPhone

On Aug 29, 2023, at 6:36 PM, Smith, Alan <alan.smith.1@louisville.edu> wrote:

Hi Kimberly, Leigh-Anne, and/or Lauren.
I know you are all super busy right now with the fall semester getting

Murray State University

Hi Alan,
This looks great and I am really excited to see the impacts from offering an accelerated track for audiology. I think that option would be very appealing to students. I shared this with Megan Smetana, who is our undergraduate coordinator here at Murray State and she also thought it looked good. We are happy to help if you have any other needs along the way. Just let us know!

Best of luck as you move forward!

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MURRAY STATE
UNIVERSITY

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