

University of Louisville
New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

General Program Information	
Program Name:	Communication Sciences and Disorders
Degree Level:	Bachelor of Science (BS)
Date:	12/18/2023
Department and Department Chair:	Department of Otolaryngology-Head/Neck Surgery and Communicative Disorders Kevin Potts, MD (Interim Chair)
School/College:	School of Medicine
Program Director and Contact (if different); (please also include title):	Alan F. Smith, EdD, CCC/SLP afsmi01@louisville.edu 502-852-3970 or 812-550-8779
CIP Code:	51.0201
Program Type (collaborative, joint, or single institution):	Single Institution
Is this program an advanced practice doctorate?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Number of Credit Hours required:	120 Credit Hours
Method of Delivery (online, face-to-face):	Face-to-Face
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
(Tentative) Institutional Board Approval Date:	
Proposed Implementation Date (semester and year):	Spring 2025 or Fall 2025
Anticipated Date for Granting First Degree:	Academic Year 2027-2028
Have all unit approval processes been completed?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Please provide a list of unit approval processes with approval dates:	Division Level Approval: 1/6/2024 Department Level Approval: 1/12/2024 SoM Dean Approval: 1/25/2024

A. Overview

<p>1. Provide a brief description of the program with its estimated date of implementation. (250 words or less; program’s purpose/focus, primary areas of study, intended audience,</p>

academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.

CPE Instructions: The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.

The Bachelor of Science (BS) degree in communication sciences and disorders at the University of Louisville (UofL) is a new 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 employs an interdisciplinary framework and contributes to the key enterprises within the university's strategic plan to be a great place to work, learn, discover, and connect as well as ensure adherence to the university's Cardinal Principles. Moreover, the degree serves as a prerequisite for admission to graduate school, creating a pathway for students to study either audiology (4-year graduate degree) or speech-language pathology (2-year graduate degree). These degrees are important because 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. To better prepare students for graduate school and the workforce, the BS degree can be completed via one of two tracks, both of which also occur in the graduate program:

- The Speech-Language Pathology Track is the default track for all students and is designed for those who have yet to decide whether they want to pursue graduate training in audiology or speech-language pathology.
- The 4+3 Accelerated Audiology Track allows 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.

2. Describe how the new program is consistent with the mission and goals of the institution.

CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.

The BS in Communication Sciences and Disorders is designed to reflect the tenets within UofL's mission and strategic plan (in **bold**) 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 (**Learn, Connect**),
- 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 (**Learn, Discover, Connect**),
- Harnessing cooperative interdependence in each course by championing team-based learning and team-based projects; cooperation over competition (**Learn**),
- 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 (**Learn, Connect**),
- Including CMDS 480 (Independent Study) as a required course connecting student interests with faculty initiatives to facilitate collaborations, mentorship, and an overall improved culture of research (**Learn, Discover**), 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 (**Learn, Discover, Connect**).

3. Is there a specialized accrediting agency related to this program? Yes No

a. If yes, please identify the agency.

b. If yes, will the program seek accreditation?

4. Does this program have a clinical component? Yes No

If yes, discuss the nature, appropriateness, and availability of clinical sites.

All students will enroll in CMDS 495 (Clinical Experiences) during the final semester of the program. CMDS 495 is a CUE course (culminating undergraduate experience). During the course, students will learn practical and foundational introductory clinical reasoning skills through guided observations, field-based experiences, and virtual simulations under the direct supervision of a licensed and ASHA (American Speech-Language Hearing Association) certified speech-language pathologist. The program will utilize SimuCase (fee-based online learning platform) for all virtual/simulated experiences. SimuCase is routinely used in the graduate MS program in Communicative Disorders. The virtual simulations will be supervised by program faculty. Other observations/experiences will be in-person, pediatric-based and located in elementary schools within the Jefferson County Public School (JCPS) district as able. It is important to note that the program has an existing university approved affiliation agreement with JCPS. The in-person experiences will be supervised by licensed and ASHA (American Speech-Language Hearing Association) certified speech-language pathologists. The MS program in Communicative Disorders routinely places students for practicum in JCPS. The observation/clinical experiences (CUE) at the undergraduate level will be similar in scope; however, the expectations of the students in terms of clinical documentation and severity of cases will be lessened. Additionally, the amount of supervision will be increased and monitored by the program to ensure compliance. For example, students will enter their weekly clock hours in an online program called Calipso. Each supervisor will approve the submission and indicate the level of supervision provided (percentage). The data will be monitored by program faculty.

5. Identify where the program will be offered.

- a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)
- b. Describe the primary target audience.
- c. Describe the instructional delivery methods to be used.
- d. Describe the strength of the institution to undertake this new program.

- a. The program will be housed solely within the School of Medicine, Department of Otolaryngology—Head/Neck Surgery and Communicative Disorders. The program will be ongoing.
- b. The program seeks to attract top students whose interests center on the biological, physical, sociocultural, and linguistic aspects of human communication and its disorders and differences.
- c. The instructional delivery will be in-person only.
- d. At current, UofL is home to more than 23,000 students with more than 200-degree programs crossing the university's 12 schools and colleges. The city of Louisville serves as a classroom for UofL students, who benefit from internships and partnerships with top employers and a wide range of community service opportunities. UofL is one of 80 universities in the United States to earn recognition by the Carnegie Foundation as both a Research 1 and a Community Engaged university. Lastly, UofL has been designated as a military friendly school, produces more Fulbright Scholars than all other Kentucky public institutions combined, and has been recognized as one of the nation's best institutions for its focus on diversity, equity, and inclusion.

6. Describe the rationale and need for the program to include how the institution determined need.

The existing MS graduate program in communicative disorders at UofL currently allows undergraduate junior and senior level students to enroll in a leveling program. The students are allowed to complete approximately 23 credit hours of elective speech-language pathology coursework. Many of the students go on to apply to the 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 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). The following bullet points provide a sample of "unedited" emails highlighting interest in an undergraduate program.

- 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.

Moreover, positive trendlines are noted for all preparatory elective coursework completed by Junior and Senior undergraduate students at UofL. The following bullet points reflect undergraduate enrollment in the coursework spanning 13 semesters from 2017 to 2024. It is important to note that our courses are only taught once a year.

- CMDS 464 | Normal Speech/Language Development: 42% of enrolled students were undergraduates (mean of 9 undergraduates per semester/offering)
- CMDS 463 | Clinical Phonetics: 48% of enrolled students were undergraduates (mean of 8 undergraduate students per semester/offering)
- CMDS 430 | Aural Rehabilitation: 33% of enrolled students were undergraduates (mean of 6 undergraduate students per semester/offering)
- CMDS 405 | Audiology: 41% of enrolled students were undergraduates (mean of 7 undergraduate students per semester/offering)
- CMDS 471 | Functional Neuroanatomy: 45% of enrolled students were undergraduates (mean of 7 undergraduate students per semester/offering)
- CMDS 470 | Clinical Observation: 79% of enrolled students were undergraduates (mean of 6 undergraduate students per semester/offering)
- CMDS 474 | Multicultural Issues in CSD: 38% of enrolled students were undergraduates (mean of 7 undergraduate students per semester/offering)

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 was low (7%), the evidence is strong, when referencing the bullet points above regarding actual undergraduate involvement in leveling coursework. Also, some of the students included were students participating in the Metroversity program.

There are also known national and state-specific needs. 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. This is substantially faster than the average growth of 8% for all occupations. 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. 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. 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.

Lastly, 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. The state of Kentucky ranks 19th in personnel-to-population ratio (for Speech-Language Pathologists) in the United States. 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. The state of Kentucky ranks 47th in personnel-to-population ratio (for Audiologists) in the United States.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

7. Provide specific programming goals (objectives) and specific student learning outcomes for the program in the areas that are required for SACSCOC.

For UNDERGRADUATE programs, that would be:

- Competency Related to Major
- Competency which Builds upon the Cardinal Core Curriculum (Choose either Cultural Diversity or Effective Communication)
- Competency Related to the Culminating Undergraduate Experience (CUE)
- Competency Related to Critical Thinking

For GRADUATE programs, that would be:

- Competency Related to Content Knowledge
- Competency Related to Engagement in Research -OR-
- Competency Related to Professional Practice and Training Experiences

The programming goals for the BS in Communication Sciences and Disorders include:

1. To graduate students who can identify the basic processes and influences related to the developmental, biological, neurological, acoustical, psychological, and cultural correlates of human communication,
2. To graduate students who possess the basic foundational knowledge of typical and disordered communication including areas of prevention, evaluation, intervention, and treatment,
3. To graduate students who can think critically by analyzing, synthesizing, and evaluating data based on existing research and the fundamentals of evidence-based practice,
4. To graduate students who can examine their own individual and professional identities while learning with, from, and about one another through interprofessional paradigms, and
5. To graduate students who have completed the necessary coursework and experiences to prepare them to apply for admission to graduate programs in speech-language pathology and/or audiology.

The following specific student learning outcomes (SLOs) related to the areas (in bold) required by SACSCOC include:

- **Competency Related to Major** (programming goals #1, 2, 3)
 - Students analyze phonetic and phonemic disorders of speech sound production and design specific treatment approaches.
 - Students differentiate between receptive and expressive language disorders, evaluate appropriate assessment techniques, and develop intervention plans.
 - Students assess the social aspects of communication, identify barriers to effective social interaction, and develop strategies to enhance social communication skills.
- **Competency Building upon the Cardinal Core Curriculum (Cultural Diversity)** (programming goals #1, 3, 4)
 - Students demonstrate cultural competence, cultural humility, and cultural responsiveness in the context of speech-language pathology and/or audiology practice.

- **Competency Related to the Culminating Undergraduate Experience (CUE)** (programming goals #1, 2, 3, 4, 5)
 - Students accumulate varied supervised clinical clock hours related to the practice of speech-language pathology and/or audiology (guided observation and direct care).
- **Competency Related to Critical Thinking** (programming goal #3)
 - Students critically evaluate research literature specific to the practice of speech-language pathology and/or audiology.

8. Describe how each program-level student learning outcome will be assessed.

If you wish to attach any SLO documents you may do so, but you still need to provide a narrative response to this question.

CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.

The program-level student learning outcomes will be assessed in the following ways.

SLO #1 Competency Related to Major (programming goals #1, 2, 3)

- Students analyze phonetic and phonemic disorders of speech sound production and design specific treatment approaches.
- Students differentiate between receptive and expressive language disorders, evaluate appropriate assessment techniques, and develop intervention plans.
- Students assess the social aspects of communication, identify barriers to effective social interaction, and develop strategies to enhance social communication skills.

Assessment Method and Frequency:

The content knowledge related to SLO#1 (speech sound disorders, language disorders, ASD) will be covered in CMDS 402, 412, 463, 450, 464, 474, and 490. Students will work collaboratively (beginning in CMDS 402) in the development of an electronic resource binder that is grounded in the literature and evidence-based practice. The resource binder will “live” in Microsoft OneNote and follow the students as they matriculate through the program. The electronic format will allow for ease of access/editing/grading and the inclusion of (HIPAA/FERPA) approved video clips. Students will be expected to complete other activities as specified per each of the course syllabi. The binder will be a separate activity per each of the courses listed above with variations as appropriate. Students will be provided with a rubric at the beginning of each semester that details the project. An example rubric for CMDS 402 (Speech Sound Disorders) is available [HERE](#). SLO#1 will be evaluated annually. Target: 100% of students will achieve 80% or better.

Program Improvement:

The program will consider student feedback (i.e., course evaluations) as well as project submissions in terms of content, quality, and usability with respect to implementation of the binder from cohort-to-cohort. Communication sciences and disorders is a helping profession. Graduates of the program must be competent in their ability to evaluate and treat speech and language disorders, hence the complexity of SLO#1.

SLO #2 Competency Building upon the Cardinal Core Curriculum (Cultural Diversity) (programming goals #1, 3, 4)

- Students demonstrate cultural competence, cultural humility, and cultural responsiveness in the context of speech-language pathology and/or audiology practice.

Assessment Method and Frequency:

SLO#2 will be addressed in three primary ways. Firstly, students will be expected to include multicultural considerations in the electronic resource binder addressed in SLO#1. For example, students will discuss how accents/dialects influence Standard American English as well as concept of difference versus disorder. Secondly, students will be required to attend biannual seminars focusing on cultural humility, competence, and responsiveness. Planned topics will include social determinants of health, deaf versus Deaf, and use of interpreters in clinical settings. Lastly, the program will track

students' clinical experiences in terms of disorder area (e.g., speech vs language vs social), disorder severity, patient population (e.g., young child (0-5y) vs child (6-17y)), and patient cultural/linguistic variables. An example screenshot of the tracking mechanism for CMDS 495 (Clinical Experiences in CSD) is available [HERE](#). SLO#2 will be evaluated annually. Target: 100% of students will achieve 80% or better.

Program Improvement:

As above, the program will consider student feedback (i.e., course evaluations) as well as project submissions in terms of content, quality, and usability with respect to implementation of the binder from cohort-to-cohort. Additionally, the topics presented at the biannual seminars will change from year-to-year to ensure variance of content. Lastly (and most importantly), the program will use the tracking mechanism to ensure that students are experiencing the breadth and depth of speech-language pathology practice. Clinical placements will be adjusted as needed.

SLO #3 Competency Related to the Culminating Undergraduate Experience (CUE) (programming goals #1, 2, 3, 4, 5)

- Students accumulate varied supervised clinical clock hours related to the practice of speech-language pathology and/or audiology (guided observation and direct care).

Assessment Method and Frequency:

SLO#3 will be addressed in CMDS 270, 490 and 495 where students demonstrate clinical methodologies and engage in supervised clinical experiences. In SLO#1, the emphasis centered on student knowledge. SLO#3 will center on student routine/regular application (i.e., skills) of the content via guided observations and direct care. Students will be expected to obtain (at minimum) 25 hours of guided observations and (at minimum) 10-15 hours of supervised clinical (hands-on) experience. Certainly, some students will obtain much higher numbers. SLO#3 will also capitalize on SLO#2 in that the program will utilize the same tracking mechanism used to evaluate students' exposure to multicultural issues, to track their guided observations and supervised clinical experiences. An example screenshot of the tracking mechanism for CMDS 495 (Clinical Experiences in CSD) is available [HERE](#). The numbers provided in the hyperlink are for visual reference only. SLO#3 will be evaluated annually.

Program Improvement:

The tracking mechanism referenced in SLO#2 and SLO#3 has been in use by UofL's MS (communicative disorders) graduate program since 2016. The faculty and staff are very familiar with its capabilities. From an undergraduate perspective, the goal of clinical clock hours is to "introduce" clinical concepts/maintenance to the students prior to their enrollment in graduate school. The program will use the data from the tracking mechanism to ensure that students are not only obtaining experience related to multicultural issues (SLO#2) but that students are also obtaining "hands-on" experience per SLO#3. Clinical placements will be adjusted to ensure adequacy across all students.

SLO#4 Competency Related to Critical Thinking (programming goal #3)

- Students critically evaluate research literature specific to the practice of speech-language pathology and/or audiology.

Assessment Method and Frequency:

SLO#4 will be embedded specifically in CMDS 480 to ensure the students have enough background knowledge and experience to critically evaluate what they are reviewing in the literature. However, the faculty will be encouraged to incorporate its tenets across the curriculum. Nonetheless, in CMDS 480, the students will be expected to critique five research articles obtained from peer-reviewed journals over the course of the semester. The articles must be *current* with currency defined as ≤5 years. A 1–2-page summary of the article must be submitted with adherence to the following criteria: a summary paragraph, a personal analysis—critique—paragraph, and a personal response paragraph. A rubric is attached [HERE](#) and provides four levels of achievement (performance)—with descriptions—labeled as: not completed, developing, proficient, or advanced. Students are also scored with respect to their sentence structure and writing mechanics. Descriptions are provided within the context of the rubric. The rubric is provided to all students at the onset of the course. Students will be expected to write at the proficient or advanced levels. SLO#4 will be evaluated annually. Target: 100% of students will achieve 80% or better.

Program Improvement:

The ability to write professionally and scholarly are critical components to becoming a speech-language pathologist or audiologist. Grammar and writing mechanics are a central focus as well. The program will use the critiques associated with SLO#4 to ensure that students are able to summarize their points with balance, clarity, and relevance and that their

clinical critiques are thoughtful, insightful, focused. The program will encourage the students to utilize UofL's Writing Center and/or at least one of the following apps: Grammarly, Outwrite, ProWritingAid, Hemingway Editor, LanguageTool, WhiteSmoke, Ginger, Scribbr, AutoCrit, Google Docs w/Grammar Checking Add-ons, Microsoft Word w/Editor, and/or Linguix.

9. Highlight any distinctive qualities of the proposed program.

CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).

The program may be considered unique in the following ways.

- The program will be housed in the School of Medicine, within the Department of Otolaryngology—Head/Neck Surgery and Communicative Disorders. There are very few programs, nationally, that can make that claim and none in Kentucky. This is an important consideration given the vast clinical and research opportunities available to the students, in addition to the proximity and connections afforded to the program by UofL Health (and other neighboring hospitals/clinics, such as Norton Children's Development Center and Norton Autism Center).
- UofL is home to Kentucky's only Doctor of Audiology (AuD) program. There are currently only 75 accredited programs nationwide. The BS in communication sciences and disorders is designed to allow its students to pursue graduate training in either speech-language pathology or audiology. The 4+3 Accelerated Audiology Track allows undergraduate students to apply to UofL's 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.

10. Describe the admission and graduation requirements for the program.

This information will be viewed by an external audience, so please be clear and specific.

CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.

Admission:

Entering freshman at UofL will be encouraged to declare their major as "Pre-Communication Disorders" for faculty advisement regarding appropriate program-specific coursework and the application process. Students will also be assigned an advisor at the university level via the Student Success Center. The program and university advisors will work in tandem to ensure consistency of information provided to the students. Formal admission to the program will be made in the second semester (i.e., spring) of the student's sophomore year. The minimum admission requirements include:

- Completion of a minimum of 30 credit hours with a cumulative GPA of 3.0,
- 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", and
- Completion of an online program application. The application is available [HERE](#) and is due by February 1.

Retention:

The program will work to retain admitted undergraduate students in four primary ways.

1. In addition to university advisors referenced above, each student will be assigned a program-level faculty member (in speech-language pathology or audiology) who will also serve an advisory role. Program-level advisors will guide their respective advisees through the CSD curriculum, discuss professional practice matters/topics, and ensure that their students are afforded equal access to all aspects of the program including courses, clinical opportunities, support services, and program resources. Students will be assigned a program-level faculty advisor based on their expressed interest in either speech-language pathology or audiology.

2. The program will work closely with UofL's Student Success Center (SSC) to ensure that all students (both new and returning) develop personal connections and have means to troubleshoot issues if/when they arise. Additionally, the program will partner with the SSC to ensure that the faculty/staff are knowledgeable of meaningful ways to connect with their students/advises in order to boost their motivation/investment in their academics and build their sense of security and belonging.
3. The program will also partner with the university's Disability Resource Center (DRC) in effort to support students with document disabilities by promoting equal access to all programs and services at UofL. The DRC is responsible for the general coordination of accommodations for students with disabilities and is able to make assessment referrals (as appropriate) for students with suspected disabilities.
4. Lastly, the program will also develop (as needed) Individual Remediation Plans (IRPs). IRPs are developed in conjunction with the student and at least one faculty member in effort to assist the student (who may be struggling) across any combination of academic or clinical areas. The document will outline the area(s) of need and the plan of action with completion dates.

Completion:

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 3.0 or higher*,
- 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, and
- Be formally recommended for the baccalaureate degree by the unit faculty and dean and approved by the Board of Trustees.

*The listed GPA requirement of 3.0 exceeds the university's minimum 2.0 GPA requirement for graduation. This is to ensure that students applying to graduate programs in audiology or speech-language pathology (whether in/out of Kentucky) meet the typical 3.0 minimum GPA requirement. Students will be advised that the typical GPA for graduate school may range much higher than 3.0 (e.g., ≥3.6).

11. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
Speech-Language Pathology Track	120	50	21	24	18 + 31 Cardinal Core
4+3 Audiology Track	120	50	23	18	16 + 31 Cardinal Core

12. Describe administrative oversight to ensure the quality of the program.

Who will oversee the program and how do their credentials/qualifications align with that role?
 How does program oversight include curriculum review and approval to ensure program integrity and rigor?

The existing division chief of communicative disorders will oversee the program. This individual is a full-time faculty member at UofL and holds a graduate degree in speech-language pathology and a doctorate in educational leadership. The program (including curriculum) will be reviewed annually by the faculty to ensure consistency, integrity, and rigor. The annual review will examine current student performance as well as faculty/student/supervisor feedback. The curriculum, specifically, will be aligned with the existing accredited graduate program to ensure that students are prepared for graduate study whether they pursue speech-language pathology or audiology. 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.

13. For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

None of the courses within the program will utilize a compressed timeframe.

14. Please answer the following:

a) Will this be a 100% distance learning program? Yes No

CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

NOTE: If you check "yes" to this question, you must check at least one of the items listed below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
 - Evening/weekend/early morning classes
 - Accelerated courses
 - Instruction at nontraditional locations, such as employer worksite
 - Courses with multiple entry, exit, and reentry points
 - Courses with "rolling" entrance and completion times, based on self-pacing
 - Modularized courses

15. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

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.

Additionally, the undergraduate program includes two track options: 1) Speech-Language Pathology Track and 2) 4+3 Accelerated Audiology Track. It is anticipated that the majority of undergraduate students will enroll in the Traditional Track. The Speech-Language Pathology Track is similar in scope to the other undergraduate programs in speech-language pathology in the state. However, some students may select the 4+3 Accelerated Audiology Track. This track allows undergraduate students to apply to the 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.

16. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

The program will help support several departments and programs already in existence at UofL. The course sequence includes approximately 24 credit hours of required coursework outside the department. Examples include:

- ASL 101: American Sign Language 101 (Department of Classical and Modern Languages)
- ASL 102: American Sign Language 201 (Department of Classical and Modern Languages)
- ASL 115: Introduction to Deaf Culture (Department of Classical and Modern Languages)
- PSYC 306: Lifespan Developmental Psychology (Department of Psychological and Brain Sciences)
- PSYC 571: Speech Science (Department of Psychological and Brain Sciences)
- EDSP 240: Introduction to Exceptional Children (Department of Special Education)
- LING 325: Introduction to Linguistics (Department of Comparative Humanities)
- LING 522: Structure of Modern American English (Department of Comparative Humanities)
- HSS 393: Medical Terminology (Department of Health and Sports Sciences)

Each of the fields/areas listed above could serve as potential collaborative partners with the BS in communication sciences and disorders given the interprofessional relationships that exist in real world settings. In some cases, existing faculty in the MS graduate program have established connections (or are currently working) with faculty from the above departments including the Departments of Psychological and Brain Sciences and Health and Sports Sciences. Historical and possible connecting areas to speech-language pathology and/or audiology include autism spectrum disorder (ASD), d/Deaf relationships, William's syndrome, hearing loss, infant-directed speech, neuroscience, cognitive-linguistic disorders, and aging. Additionally, the American Speech-Language-Hearing Association (ASHA) mandates that speech-language pathologists have documented undergraduate coursework in the areas of the biological sciences (1 course), physical sciences (1 course—physics or chemistry), math-based statistics (1 course), and social-behavioral sciences (1 course). This coursework will be satisfied via the Cardinal Core requirements and could potentially cross multiple departments depending on the student's course of studies.

17. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

The program is requesting two (2) faculty lines (\$83,000 each) plus fringe/benefits (28% or \$23,240 each) for a total of \$212,480. The projected salary is consistent with the compensation plan for faculty in the Division of Communicative Disorders at UofL in the School of Medicine. The costs associated with the faculty lines, in addition to the initial costs of the program (overall) will be funded (internal allocation) by the School of Medicine and associated with a new speedtype. Please see the letter of support from the Interim Dean of the School of Medicine. Any funds generated by the MS (Communicative Disorders) and AuD (Doctor of Audiology) graduate programs will remain with those programs as per their respective speedtypes.

The current doctoral faculty composition for the MS in communicative disorders consists of four (4) full-time faculty members, two (2) part-time faculty members, and five (5) adjunct lecturers. The program also shares an additional one (1) part-time faculty member with the AuD doctoral program in audiology in order to cover hearing and hearing loss related coursework. Since the MS in communicative disorders program includes "a leveling year" (23 credit hours) for some applicants, a portion of the undergraduate curriculum is already in-place. Additionally, CMDS 245 (3 credit hours) and CMDS 481 (3 credit hours) will be team-taught by current faculty members from both the MS and/or AuD graduate programs. 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/mentor.

The requested additional two (2) full-time faculty members will be responsible for teaching 12 credit hours annually and advising/mentoring students. This model is consistent with the majority of the other faculty members in the department. The additional faculty lines will ensure that both of the existing graduate programs' accreditation remains stable as the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) regularly monitors research doctoral faculty-to-student ratios. Undergraduate programs are not accredited by the CAA. There are no plans in place regarding distance education.

18. a. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries. You can request this letter at <https://library.louisville.edu/forms/new-program-proposal>.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

UofL Libraries offers access to all necessary databases, requested journals, and interlibrary loan (if needed). The services are accessible from any location. Moreover, a "subject" Librarian has been assigned to the audiology and speech-language pathology graduate programs for field-specific assistance. Information related to the "subject" Librarian can be found [HERE](#). A letter of support from UofL Libraries is attached.

b. Describe the physical facilities and instructional equipment available to support this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The program's technical infrastructure is maintained by the UofL's IT department and specifically, the IT personnel devoted to the Health Sciences Center Campus (HSC). Each department within the School of Medicine has a Tier 1 (IT personnel) to assist with computer hardware/software issues and/or ordering needs. Classroom technology needs are maintained through IT personnel devoted to the HSC and are readily available via telephone or are on-site. An inventory of existing instructional materials is available [HERE](#). Faculty offices, conference rooms, student records/files (where appropriate), clinical materials, and student workspace are housed on the 4th floor of the School of Medicine Research Tower. Faculty research labs--including student involved research space--are housed in the Medical-Dental Research Building (2nd, 3rd, and 5th floors and basement wing (animal-based research). Teaching space on the Health Sciences Center and Belknap Campuses is coordinated through an electronic scheduling system and is requested by each faculty member at the beginning of each semester. The space is selected per day/time and does not change over the course of the semester.

C. Demand

Student Demand

19.a. Provide evidence of student demand.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.

The existing MS graduate program in communicative disorders at UofL currently allows undergraduate Junior and Senior level students to enroll in a leveling program. The students are allowed to complete approximately 23 credit hours of elective speech-language pathology coursework. Many of the students go on to apply to the 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 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). The following bullet points provide a sample of "unedited" emails highlighting interest in an undergraduate program.

- 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.

Moreover, positive trendlines are noted for all preparatory elective coursework completed by Junior and Senior undergraduate students at UofL. The following bullet points reflect undergraduate enrollment in the coursework spanning 13 semesters from 2017 to 2024. It is important to note that our courses are only taught once a year.

- CMDS 464 | Normal Speech/Language Development: 42% of enrolled students were undergraduates (mean of 9 undergraduates per semester/offering)
- CMDS 463 | Clinical Phonetics: 48% of enrolled students were undergraduates (mean of 8 undergraduate students per semester/offering)
- CMDS 430 | Aural Rehabilitation: 33% of enrolled students were undergraduates (mean of 6 undergraduate students per semester/offering)
- CMDS 405 | Audiology: 41% of enrolled students were undergraduates (mean of 7 undergraduate students per semester/offering)
- CMDS 471 | Functional Neuroanatomy: 45% of enrolled students were undergraduates (mean of 7 undergraduate students per semester/offering)
- CMDS 470 | Clinical Observation: 79% of enrolled students were undergraduates (mean of 6 undergraduate students per semester/offering)
- CMDS 474 | Multicultural Issues in CSD: 38% of enrolled students were undergraduates (mean of 7 undergraduate students per semester/offering)

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 was low (7%), the evidence is strong, when referencing the bullet points above regarding actual undergraduate involvement in leveling coursework. Also, some of the students included were students participating in the Metroversity program.

There are also known national and state-specific needs. 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. This is substantially faster than the average growth of 8% for all occupations. 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. 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. 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.

Lastly, 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. The state of Kentucky ranks 19th in personnel-to-population ratio (for Speech-Language Pathologists) in the United States. 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. The state of Kentucky ranks 47th in personnel-to-population ratio (for Audiologists) in the United States.

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester*
2024-2025	0	10
2025-2026	0	23
2026-2027	0	41
2027-2028	8	64
2028-2029	13	79

*Accounts for possible attrition of 2 students per cohort.

Employer Demand

20. If the program is designed for students to enter the workforce immediately, please complete Appendix A.

Academic Disciplinary Needs

21. If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

This does not apply.

D. Cost and Funding

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

22. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years.

The program is requesting a conservative internal allocation of \$250,000 each year from the School of Medicine for the first five years in order to meet the teaching, marketing, and personnel needs necessary to initiate the degree. This is coupled with the projected revenues based on the current unit tuition share model where undergraduate academic units at UofL receive \$333.00 per credit hour instructed. The program is requesting two (2) faculty lines (\$83,000 each) plus fringe/benefits (28% or \$23,240 each) for a total of \$212,480. The projected salary is consistent with the compensation plan for faculty in the Division of Communicative Disorders at UofL in the School of Medicine. The program is requesting \$10,000 (per year) to cover the costs associated with purchase of new or updated materials, assessment batteries, therapy materials, and other types of equipment (software programs) used for academic/instructional purposes. The program is requesting \$1,200 annually to cover IT services (e.g., phones, internet, new ports). This number is consistent with existing charges for both the MS (Communicative Disorders) and AuD (Doctor of Audiology) programs. The program is requesting \$10,000 annually for marketing expenses to recruit both faculty and/or students. The projected amount is 4% of the allotted budget. The program is requesting \$10,000 annually (or \$5,000 for each of the two new faculty lines). This amount is consistent with the development plan for full-time faculty in the Division of Communicative Disorders at UofL in the School of Medicine. Faculty are to use the designated monies to cover licensure, travel, dues, conference registrations, and other costs associated with their development. Lastly, the program is requesting \$6,320 annually (or \$3,160 for each of the two new faculty lines) to cover the costs associated with non-academic, non-instructional computer equipment/materials, including furniture (e.g., bookcases, desks, seating).

23. Will this program impact existing programs and/or organizational units within your institution? Yes No

If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)

The largest expenditure of the program at its onset will be the addition of two (2) faculty lines (salary + fringe). The costs associated with the faculty lines, in addition to the initial costs of the program (overall) will be funded (internal allocation) by the School of Medicine and associated with a new speedtype. Any funds generated by the MS (Communicative Disorders) and AuD (Doctor of Audiology) graduate programs will remain with those programs as per their respective speedtypes.

24. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.

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 Communication Sciences and Disorders programs in the state of Kentucky. The bullet points below provide enrollment projections as well as revenues based on the current unit tuition share model where academic units receive \$333.00 per credit hour instructed. Additionally, the numbers also account for a 2 (two) student reduction per cohort beginning in year 2 in effort to plan for possible attrition. The data shows that the program is projected to be profitable by the 4th year and going forward.

- Year 1 (enroll 10 students*)
- Year 2 (enroll 15 new students*) Retain 8 students from Year 1 [-2 = attrition] | Revenue = \$18,648 [7 credit hours]
- Year 3 (enroll 20 new students*) Retain 21 students from years 1,2 [-4 = attrition] | Revenue = \$96,903 | (13 x \$2,331) [7 credit hours] + (8 x \$8,325) [25 credit hours]
- Year 4 (enroll 25 new students*) Retain 39 students from years 1,2,3 [-6 = attrition] | Revenue = \$190,143 | (18 x \$2,331) [7 credit hours] + (13 x \$8,325) [25 credit hours] + (8 x \$4,995) [15 credit hours]
- Year 5 (enroll 25 new students*) Retain 54 from years 2,3,4 [-6 = attrition] and [-8 = graduation] | Revenue = \$268,398 | (23 x \$2,331) [7 credit hours] + (18 x \$8,325) [25 credit hours] + (13 x \$4,995) [15 credit hours]

*No Revenue (Students will be completing general education requirements.)

The program 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. As such, 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

Student success is an important component of the program. Should a student elect not to attend graduate school, he/she may eventually seek employment in various sectors of society including media, education, sales, public relations, health/human services, and/or the government. Specifically, individuals with a BS in CSD can pursue employment as a:

- speech-language pathology assistant (provide speech/language therapy services in educational settings under the supervision of a licensed speech-language pathologist),

- special education assistant (provide support to students with various developmental disabilities alongside speech education teachers),
- early intervention specialists or developmental interventionists (work with infants and toddlers who have various developmental disabilities providing services in homes or early childhood education settings),
- community outreach coordinators or service coordinators (work in community organizations, advocacy groups, nonprofit organizations that focus on providing support and resources to individuals with varied disabilities and their families),
- healthcare administration (work in administrative roles within healthcare organizations helping manage programs/services related to speech/language therapy), or
- behavior technician (provide behavioral intervention services to individual with communication disorders, autism spectrum disorder, or other developmental disabilities).

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

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. This is substantially faster than the average growth of 8% for all occupations. 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. 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. 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.

Lastly, 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. The state of Kentucky ranks 19th in personnel-to-population ratio (for Speech-Language Pathologists) in the United States. 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. The state of Kentucky ranks 47th in personnel-to-population ratio (for Audiologists) in the United States.

25.a. Complete the New Program Budget Spreadsheet.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as an internal “allocation” in the Funding Sources section of the budget.

- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student’s home academic program.

Note: The new budget model will allocate resources to the academic unit based on where the credit hour is instructed. The unit dean will decide how to distribute funds within the college.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

- Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

25.b. Please provide contingency plans in the event that required resources do not materialize.

The costs of the program are largely tied to enrollment numbers and the need for two full-time faculty members. If enrollment numbers are dramatically lower than projected, the program will accommodate by hiring fewer part-time lecturers (for the MS program) and reallocate those monies elsewhere. Additionally, the existing faculty have the skillsets needed to absorb the increased workload should such a situation arise. Moreover, the program could use current gratis faculty members to help cover lectures and associated course content.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

26. Provide a brief description of institutional assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university's mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) reports. These reports document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In their SLO reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs and program goals.

The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost's office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO reports and assessment process.

27. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

When a new program is created, an "Academic Alert" is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new

program, IE reaches out to the department head with information about the annual SLO reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

28. What are the plans to evaluate students' post-graduate success?

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.

The program 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. As a component of each student's exit (i.e., graduation) from the program, the following data will be collected: name of graduate school/location/program, name of employer or plans if not attending graduate school, and email address (other than the student's current UofL address). Each student will be sent the following survey, [HERE](#).

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

