

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

DESIGNATION CODE: 2011-12 CAPR 18

Date Submitted: May 15, 2012

TO: The Academic Senate Excom

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Request for approval of a new Certificate in Speech-Language Pathology:  
Prerequisites for the Master's Degree

**ACTION**

REQUESTED: Acceptance of the proposal for a new Certificate in Speech-Language Pathology:  
Pre-requisites for the Master's Degree; effective Fall 2013

**BACKGROUND:**

At its meeting of 5/03/12, CAPR received a request from the Department of Communicative Sciences and Disorders, represented by Interim Chair Marilyn Silva, to approve a new certificate in Speech-Language Pathology that will ensure that post-baccalaureate students will have all of the necessary prerequisites to enter our (or any other) master's degree program in Speech-Language Pathology. The certificate program will be operated by DCIE as a self-support program. Admission to the new program would be on a cohort basis. The program would be offered wholly online.

At the meeting, CAPR heard that CSUEB has many applicants to its M. S. in Speech-Language Pathology program. CAPR was informed that 400 potential students applied for 35 available slots last year. Thus Interim Chair Silva expects the certificate to be extremely popular and, while it will not guarantee admission to a graduate program, it will offer students the opportunity to become eligible to apply to any of a number of graduate programs, including the CSUEB program. That said, the CSUEB graduate program is very heavily over-subscribed with applicants and CAPR was informed that there are no plans to expand the size of the program to accommodate the additional potential applicants that this certificate might generate.

It was noted by CAPR that the courses required for the proposed certificate are the same courses taken by state-side students and raised the issue of these courses being taught by regular tenure-track or regular part-time faculty instead of or in addition to (through overload) their state-side teaching of those same courses. Interim Chair Silva informed CAPR that the department has two new tenure-track faculty coming on board in the fall to augment the teaching resources and that there is great interest among retired faculty in coming back to teach part time through DCIE. Interim Chair Silva was asked whether undergraduate students would have their access to courses affected by the delivery of the new certificate cohort program by tenure-track and adjunct faculty and was informed that this should not be a problem as the department has not experienced any issues with existing students not getting classes, in part due to faculty being prepared to increase class sizes as needed from quarter to quarter.

Although CAPR was in unanimous support of this new program proposal (9 Yes, 0 No or Abstentions), it

generated, along with the other new DCIE-delivered program requests on the 05/03/2012 agenda, considerable post-vote discussion and the CAPR Chair was asked to reflect this in his background information attached to its recommendations.

In particular, the following discussion points should be noted by Excom and the academic senate:

- Many state-side students already cannot get the required courses they need to graduate in a timely way because of the lack of faculty, course budgeting, etc. to offer these courses. While this might not be the case for students of communicative sciences and disorders, several committee members observed that it is an on-going source of frustration for students to see courses they need to graduate offered regularly and frequently through DCIE. Many students don't know what "self-support" means and will include these courses in their planning when they appear on the schedule and when plotting out their classes, only to find that they can't enroll in them. Deans and chairs must ensure that self-support offerings of classes to support programs using courses from the university catalog do not supplant state-side courses but are in addition to those meeting the needs of our state-side students.
- Although CAPR and CIC are being asked to approve programs such as this certificate in Speech-Language Pathology, does the academic senate and faculty subsequently have any accountability over these programs? If they are offered through DCIE, it is unclear to CAPR if they are subject to the same review procedures as state-side programs or will be subject to similar assessment requirements with respect to the learning outcomes that the department and university seek with respect to state-side course offerings.
- CAPR had concerns about how funds generated through DCIE are and will be allocated to the departments providing the classes. CAPR members expressed the concern that there be transparency in how the funds that come back to the colleges and/or departments are used so that faculty can see that these courses are not being subsidized by state resources.
- While senior and junior faculty members in affected departments will undoubtedly welcome the opportunity to teach the additional certificate-related courses because of the extra income it provides, CAPR is concerned as to how this will affect the overall willingness of faculty to provide campus service. CAPR feels that it is important that deans and chairs ensure that any tenure-track faculty who teach in this or any self support programs are fulfilling all their university obligations, including effective teaching, scholarly activity and university service.

In conclusion, CAPR expressed the desire for these larger issues and concerns about self-support programs to be addressed by some body on campus (e.g. the Academic Senate) and specific policies and guidelines for self-support programs to be developed if deemed warranted.