Southern Association of College and Schools
Commission on Colleges

Substantive Change Prospectus
Implementation Date: August 22, 2011

Bachelor of Science in Communication Sciences & Disorders with concentration in Speech-Language Sciences

Date: June 30, 2011

Substantive Change Prospectus
Implementation Date: August 22, 2011

USF Sarasota-Manatee
8350 N. Tamiami Trail, SMC C337
Sarasota, FL 34243

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<u>List of degrees that USF Sarasota-Manatee is authorized to grant</u>

Baccalaureate Degree Programs:
>   Applied Science
>   Criminology
>   English
>   History
>   Information Technology
>   Interdisciplinary Social Science
>   Psychology
>   Accounting
>   Finance
>   Business Administration
>>   Accounting
>>   Finance
>>   General Business
>>   Management
>>   Marketing
>   Early Childhood Education
>   Elementary Education
>   Hospitality Management

Master's Degree Programs:
>   Criminal Justice Administration
>   Business Administration
>   Elementary Education
>   Educational Leadership
>   Reading Education
>   Teaching, K-6, MAT

List of certificate, diploma, and degree programs which are related to the proposed program

USF Sarasota-Manatee (USFSM) currently offers a non-degree, post-baccalaureate course sequence in speech-language sciences; however there are currently no related degree programs offered at USFSM.

List institutional strengths that facilitate the offering of the proposed program(s)

- Very supportive administration
- Outstanding advising and student support services
- Robust library holdings
- New educational facilities (5 years old)
- Excellent academic computing and on-line support services
- Qualified Communication Sciences & Disorders (CSD) faculty are currently employed by the College of Arts and Sciences at USFSM
- All CSD faculty members with extensive experience in an on-line teaching environment and exemplary distance learning pedagogy
- Strong student base currently taking a non-degree, seven (7) course sequence of Speech-Language Science courses that are pre-requisites to a Speech-Language Pathology graduate program
- Strong community support for the program

1. ABSTRACT

Describe the proposed change; list the initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); instructional delivery methods and, if the change involves the initiation of an off-campus site, its complete physical address,

Proposed Change

The proposed change involves the implementation of an on-line Bachelor of Science degree in Communication Sciences & Disorders with a concentration in Speech-Language Sciences (BS CSD-SLS) in the College of Arts and Sciences, University of South Florida Sarasota-Manatee. The target audience for this program is students who wish to enter the Master's in Speech-Language Pathology, but have bachelor's degrees in other fields.

Implementation of the BS CSD-SLS includes twelve (12) courses. Students earning the BS CSD-SLS will be prepared both for competitive admission to graduate school, as well as for employment as school speech-language pathologists in Florida public schools due to the critical shortage of certified clinicians in the state. Bachelor's level speech-language pathologists may be hired by Florida public schools based on the "2-5 rule": within their first two (2) years of employment, they must be accepted for admission to a Speech-Language Pathology graduate program and complete the program within their first five (5) years of employment to receive certification.

The BS CSD-SLS will be implemented on August 22, 2011. USFSM currently offers seven (7) pre-requisite courses as a non-degree option for post-baccalaureate students who wish to enter the master's degree in SLP, but have degrees in other fields. Students taking courses in the non-degree program will be able to apply for admission to the BS CSD-SLS in August 2011. In summer of 2012, the first cohorts will begin the program. From then on, the faculty will admit one full-time and two or three part-time cohorts each summer semester. It is projected that 100 students will be attending the program every year. This is an on-going program.

The BS CSD-SLS will be housed on the existing, USFSM campus. The program is a distance education program, offering 100% of its courses on-line. Courses will be delivered using Blackboard, utilizing collaborative tools such as such as discussion boards, blogs, and wikis, as well as Elluminate web-conferencing to host live labs.

2. BACKGROUND INFORMATION

*Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other **approved** off-campus sites.*

USFSM Mission Statement: The University of South Florida Sarasota-Manatee delivers quality education to upper-division baccalaureate and master's students in an active research environment. We support students in attaining their highest potential by nurturing leadership, critical thinking, and an appreciation for learning. We advance cultural, social, environmental, and economic well-being for all we serve.

The BS CSD-SLS aligns with the mission of USFSM through a twofold purpose that serves both students and the community: 1) to prepare post-baccalaureate students who have earned degrees outside the field of Communication Sciences and Disorders for competitive admission into graduate school in Speech-Language Pathology (SLP), a highly in-demand field with an excellent employment outlook; and 2) to help alleviate the critical shortage of speech-language pathologists in Florida public schools by graduating quality students who are eligible to work as bachelor's level SLPs and SLP-assistants while they pursue the master's degree required for full SLP certification by the American Speech-Language Hearing Association.

USF Sarasota-Manatee's BS CSD-SLS program was developed and approved by USFSM faculty members with full collaboration and support of the Department of Communication Sciences and Disorders at USF Tampa. It was approved through all appropriate university levels: USFSM Academic Programs Committee on January 18, 2011, USFSM Academic Council on February 7, 2011, and the USF Board of Trustees on June 8, 2011 (see Appendix 1: USF BOT approval) (see Appendix 2: Florida BOG Policy) (see Appendix 3: USF System Authorization of New Degree Programs).

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

***Briefly** discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.*

ASSESSMENT OF NEED

A critical shortage of SLPs in the nation and state is especially evident in Florida public schools. Additionally, many individuals are interested in the field of SLP as a new career option. For example, USFSM currently offers seven (7) pre-requisite courses as a non-degree option for

post-baccalaureate students who wish to enter the master's degree in SLP, but have degrees in other fields. The demand for enrollment in the current, non-degree courses exceeds the institution's offerings.

Additionally, a survey of 75 current students demonstrated that nearly 80% of these students would complete the BS CSD-SLS if given the opportunity to increase their options for admission into graduate school and employment opportunities in the field. Expansion to the BS CSD-SLS program will help meet the demand for these courses, while also fulfilling students' desire to complete a degree in this area.

Research and development for the BS CSD-SLS program was faculty-driven and occurred with the collaboration and support of the Department of Communication Sciences and Disorders at USF Tampa (see Appendix A for letter of support from department chair).

Beginning Fall 2010, the USFSM faculty in Communication Sciences and Disorders, in collaboration with Dr. Jane Rose, Dean of the College of Arts and Sciences, and the admissions staff, began research and development of the proposal for the BS CSD-SLS program. This included final determination of course offerings and schedule, admissions requirements, and catalog content, as well as the full degree proposal. The table below outlines the planning and development process of the BS CSD-SLS program.

PLANNING PROCESS

Date	Participants	Planning Activity
February 2010	Jane Rose (Dean, CAS, USFSM), Terry Chisolm (Chair, Dept. CSD, USF Tampa), Ruth Bahr (Vice-chair of CSD and Director of MS-SLP, USF Tampa), Robin Danzak (CSD faculty, USFSM)	Initiation of e-mail conversation regarding the need and possible implementation of a BS CSD-SLS program at USFSM
April 1, 2010	Jane Rose, Terry Chisolm, Ruth Bahr, Robin Danzak, Bea Smith (Admissions, USF Tampa)	Meeting with USF Tampa CSD to discuss implementation of BS CSD-SLS program at USFSM
May 13, 2010	Jane Rose, Robin Danzak	Meeting to discuss next steps in research and development of new program
June 2010	Robin Danzak	Survey of currently enrolled post-bacc students to gauge interest/demand in BS CSD-SLS program
July 21, 2010	Arthur Guilford (Regional Chancellor, USFSM), Jane Rose, Robin Danzak, Susan Fulton (CSD faculty, USFSM)	Meeting with Dr. Guilford, regarding BS CSD-SLS program research and development
July 28, 2010	Jane Rose, Robin Danzak, Jenny Infanti, Jo Lynn Raudebaugh, Mary Beth Wallace	Meeting with Admissions staff to discuss scheduling, application and registration requirements for BS-SLS

August 4, 2010	Robin Danzak	Phone call to Shannon Hall-Mills, Florida Department of Education, Program Specialist Speech/Language Disabilities, to discuss SLP educator certification requirements and employment outlook for bachelor's level SLPs in FL public schools
August 2010	Robin Danzak	Phone interviews with school district-level coordinators of SLP to discuss BS CSD-SLS and employment opportunities for graduates in specific districts
September 10, 2010	Jane Rose, Robin Danzak, Susan Fulton	USFSM faculty attendance at Suncoast Consortium of Speech-Language Pathology (Consortium is comprised of school district coordinators for SLP and USF Tampa CSD faculty)
September 30, 2010	Jane Rose, Robin Danzak, Susan Fulton, Jennifer Infanti, Jo Lynn Raudebaugh, Mary Beth Wallace	Follow-up meeting with Admissions regarding BS CSD-SLS scheduling and admissions requirements, as well as catalog content
October 2010	Robin Danzak, Susan Fulton	Various meetings to work on new degree proposal for BS CSD-SLS
October 12, 2010	Robin Danzak, Susan Fulton, Jennifer Infanti	Meeting to finalize catalog content for BS CSD-SLS
October 26, 2010	Jane Rose, Robin Danzak, Susan Fulton	Meeting to discuss new degree proposal for BS CSD-SLS
November 23, 2010	Jane Rose, Robin Danzak, Susan Fulton	Follow-up meeting regarding new degree proposal for BS CSD-SLS
December 2010	Jane Rose, Robin Danzak, Susan Fulton	Submission of final new degree proposal to the Academic Programs Committee (APC).

PROGRAM APPROVAL

USF Sarasota-Manatee's BS CSD-SLS program was developed and approved by USFSM faculty members with full collaboration and support of the Department of Communication Sciences and Disorders at USF Tampa. It was approved through all appropriate university levels: USFSM Academic Programs Committee on January 18, 2011, USFSM Academic Council on February 7, 2011, and the USF Board of Trustees on June 8, 2011 (see Appendix 1: USF BOT approval) (see Appendix 2: Florida BOG Policy) (see Appendix 3: USF System Authorization of New Degree Programs).

PROGRAM EVALUATION

All academic degree programs at the University of South Florida Sarasota-Manatee are evaluated through academic program assessment and program review. The BS CSD-SLS will follow USFSM's annual academic program assessment cycle and the USF System seven year program review cycle (see Appendix 4: USF System Academic Program Review).

4. DESCRIPTION OF THE CHANGE

Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings. In the case of a change involving the initiation of a branch campus, an off-site program, indicate the educational program(s) to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered.

DESCRIPTION OF PROPOSED CHANGE

This is a 36-credit-hour, 12-course, distance education program that offers the courses required for a BS CSD-SLS. Because the program is restricted to students who have already earned a bachelor's degree, there is not a general education requirement. However, the degree program does have four, lower-level, co-requisite courses in the following areas: Statistics, Biological Science, Physical Science, and Social Science. Therefore, students who have not completed these courses as part of their first bachelor's degree will need to take them prior to graduation with the BS CSD-SLS degree.

ADMISSION REQUIREMENTS

- Completed bachelor's degree from a regionally accredited institution in a field other than CSD
- Minimum 2.75 overall GPA in bachelor's degree

CURRICULUM REQUIREMENTS: 36 Credit Hours

The course of study for the BS CSD-SLS includes all of the following courses:

SPA 3101 (3)   Anatomy and Physiology of the Speech and Hearing Mechanism

SPA 3030 (3)   Introduction to Hearing Science

SPA 3112 (3)   Applied Phonetics in Communication Disorders

SPA 3004 (3)   Introduction to Language Development and Disorders

SPA 4104 (3)   Neuroanatomy

SPA 3310 (3)   Introduction to Hearing Disorders

SPA 3011 (3)   Introduction to Speech Science

SPA 4250 (3)   Introduction to Speech Disorders

SPA 4510 (3)   Introduction to Clinical Methods and Counseling in CSD

SPA 4321 (3)   Introduction to Audiologic Rehabilitation

SPA 4257 (3)   Adult Neurogenic Communication Disorders

SPA 4050 (3)   Introduction to the Clinical Process (Observations) (capstone). *This course requires a minimum of 25 observation hours of an ASHA-certified Speech-Language Pathologist.*

The capstone course (SPA 4050) provides students with a culminating experience for the BS CSD-SLS and the opportunity to demonstrate competencies in all five (5) of the program's intended learning outcomes. This course provides students with the following: 1) Experience in the field through the observation of Speech-Language Pathology therapy sessions (a minimum of 25 observation hours); 2) Development of professional writing and critical thinking skills; 3) Familiarization with the professional code of ethics and scope of practice; 4) Observation and discussion of issues related to the practice in a clinical context; and 5) Understanding of the supervisory process.

OTHER REQUIREMENTS

- State-mandated co-requisite courses: 1 course in each: Statistics, Biological Science, Physical Science, and Social Science
- On-line orientation and advising prior to registration
- 3.0 GPA in USFSM CSD coursework
- Grade of C or better in each of the 36 hours of USFSM CSD courses, with only one grade forgiveness
- Maximum of two (2) transfer courses with C grade or better will be considered towards the major

PROPOSED SCHEDULE

Fall 2011	Spring 2012	Summer 2012
SPA 3011 Section 1	SPA 3101 Section 1	SPA 3004 Section 1
SPA 3011 Section 2	SPA 3112 Section 1	SPA 3004 Section 2
SPA 3310 Section 1	SPA 3030 Section 1	SPA 3030 Section 1
SPA 3310 Section 2	SPA 3030 Section 2	SPA 3030 Section 2
SPA 4321 Section 1	SPA 4050 Section 1	SPA 3030 Section 3
SPA 4321 Section 2	SPA 4050 Section 2	SPA 3101 Section 1
SPA 4250 Section 1	SPA 4104 Section 1	SPA 3101 Section 2
SPA 4250 Section 2	SPA 4104 Section 2	SPA 3112 Section 1
SPA 4510 Section 1	SPA 4257 Section 1	
SPA 4510 Section 2	SPA 4257 Section 2	

STUDENT LEARNING OUTCOMES

1. Students will be familiar with the methods used in the evaluation of communication disorders and differences at a level appropriate for the position of Speech Language Pathology

Assistant. These include knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. These discipline specific skills are guided by ASHA Knowledge and Skills Acquisition (KASA) published standards.

2. Students will demonstrate familiarity with the treatment of communication disorders at a level appropriate for the position of Speech-Language Pathology Assistant. These include knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. These discipline specific skills are guided by ASHA Knowledge and Skills Acquisition (KASA) published standards.

3. Students will demonstrate knowledge of professional conduct and scope of practice at a level appropriate for the position of Speech-Language Pathology Assistant.

4. Students will demonstrate critical thinking skills, including the ability to engage in inductive and deductive reasoning.

5. Students will demonstrate written communication skills by writing clear and persuasive texts that include correctly applied professional language.

To ensure program quality, student learning outcomes are assessed on an annual cycle through multiple measures applied to work produced in a capstone course. Assessment results are reviewed by program faculty, providing a narrative of how they will use the results for program improvement to the Dean. The Dean responds in the academic assessment report, addressing the assessment results and use of results for each student learning outcome.

<u>ADMINISTRATIVE OVERSIGHT</u>

The Dean of the College of Arts and Sciences provides administrative oversight to the BS CSD-SLS program to ensure its quality. The Dean is responsible for academic program assessment, faculty evaluations, curriculum planning and scheduling, approving qualifications of faculty, and responding to academic concerns in close collaboration with the Regional Vice Chancellor of Academic Affairs.

5. FACULTY

Provide a complete roster (using the <u>Faculty Roster</u> (<u>Faculty Roster Instructions</u>)) of those faculty employed to teach in the program(s), including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Provide a narrative with supporting evidence that the number of

full-time faculty members-is adequate to support the program; and describe the impact of the new initiative on faculty workload.

For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

FACULTY ROSTER

The faculty roster provides evidence of faculty qualifications and experiences relevant to the courses taught, scholarship and research capabilities, and course load information for all faculty members teaching in the BS CSD-SLS program (see Appendix 5: Faculty Roster).

FULL TIME FACULTY & FACULTY WORKLOAD

100% of the Courses in the BS CSD-SLS program are taught 100% by full time faculty. There are three (3) full time faculty members on annual contracts who teach in the program. The tenure earning faculty member has a 2/2/2 teaching load and the instructor positions have a 4/4/3 teaching load.

Faculty	Tenure Status	Rank	Status	2011/2012 Required Courses Taught	2011/2012 Total Course Sections Taught
Robin Danzak	Tenure-Earning	Assistant Professor	Full Time	4	6
Susan Fulton	Non-Tenure Earning	Visiting Instructor	Full Time	3	11
Katherine Lamb	Non-Tenure Earning	Visiting Instructor	Full Time	5	11
Total				12	30

ACCESS TO FACULTY

The BS CSD-SLS program will be delivered on-line, like the current non-degree, pre-requisite courses. The non-degree courses have received outstanding student evaluations and have been highlighted as exemplary distance learning courses due to their high level of interaction among students and faculty. Faculty utilize Blackboard tools such as discussion boards, blogs, and wikis, as well Elluminate web-conferencing to host live labs. Lectures and audio explanations/feedback are provided via Camtasia or Jing (screen-capture software). Several courses have been converted into interactive modules using Soft Chalk. At all times, faculty members are available to students via Q&A discussion boards, e-mail, and/or phone consult.

6. LIBRARY AND LEARNING RESOURCES

Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries,

*describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). For doctoral programs, document **discipline-specific refereed journals and primary source materials.***

Library and information technology services are shared across the USF System, with many services available electronically from anywhere in the world. Students and faculty at USFSM have access to extensive library collections and services and to other learning/information resources both on-line and in-person. The Jane Bancroft Cook Library is a shared resource between USFSM and New College of Florida. (see Appendix 6: Library Agreement). It is located a half-mile south of the USFSM campus. In addition, USFSM has an Information Commons on the second floor of the rotunda with multiple computer workstations, group-study tables, and a reference desk that offers library and technical support to students and faculty, including the ability to check out equipment.

LIBRARY AND LEARNING RESOURCES FACILITES

a. Stack areas for shelving volumes   26,628 square feet

b. Seating capacity   2,610 square feet

c. Staff offices and work areas   9,377 square feet

d. Other areas
(e.g. media productions, learning labs, and listening rooms)   9,063 square feet

e. Total square feet allocated to library functions   50,637 square feet

LIBRARY STAFF

Library Staff	Full-time #	Part-time #	Qualifications
1. Librarians	8	1	All hold MLS degrees
2. Other professional staff on the library budget (media specialists, subject bibliographers, etc.)	0	0	
3. Para-professional staff	8	0	
4. Support staff (technical, clerical)	2	0	

Two (2) full-time librarians based at USFSM provide library instruction and research assistance to students and faculty. These librarians report directly to the Director of Academic Services of USF Libraries with a dotted-line report to the Regional Vice Chancellor for Academic Affairs at

USFSM. The librarians deliver reference service at both the Information Commons reference desk and at the Cook Library reference desk, as well as on-line. New College of Florida librarians also provide reference services to USFSM students at Cook Library.

The USFSM librarians both hold master's degrees in library science. USFSM librarians participate with other USF Libraries' Academic Services librarians in workshops, training sessions, and in the delivery of on-line services to users. They are included in discussions regarding overall USF Libraries collection development planning. In addition, USFSM librarians participate in reference meetings with New College of Florida librarians and attend other Cook Library meetings, as necessary. Ten (10) student assistants work approximately 450 hours over three semesters in the library.

LIBRARY MATERIALS

The following library resources are available to support the BS CSD-SLS program:

Article Databases (12)
1. CINAHL
2. Cochrane Database of Systematic Reviews (COCH) (OVID)
3. CSA Neurosciences Abstracts
4. CSA Linguistics & Language Behavior Abstracts (LLBA)
5. Education Full Text
6. MEDLINE (CSA)
7. PsycInfo (EBSCO)
8. PsycInfo (OVID)
9. PubMed (OVID)
10. PubMed
11. Social Sciences Full Text
12. Web of Science

Journals (49)
1. Advances in speech-language pathology
2. American journal of audiology
3. American journal of speech-language pathology
4. Audiology
5. Audiology Japan
6. Audiology & neuro-otology
7. Audiology today
8. British journal of Audiology
9. British journal of disorders of communication
10. Canadian Journal of Speech-Language Pathology and Audiology

11. Clinical linguistics & phonetics
12. Clinics in communication disorders
13. Communication disorders quarterly
14. Contemporary issues in communication science and disorders
15. Ear and hearing
16. European journal of disorders of communication
17. Hearing Review, The
18. International journal of audiology
19. International journal of language and communication disorders
20. International journal of speech-language pathology
21. Journal of communication disorders
22. Journal of medical speech-language pathology
23. Journal of multilingual communication disorders
24. Journal of phonetics
25. Journal of speech-language pathology and audiology
26. Journal of the American Academy of Audiology
27. Journal of the American Audiology Society
28. Scandinavian audiology
29. Leeds Working Papers in Linguistics & Phonetics
30. Oxford University working papers in linguistics, philology & phonetics
31. The journal of the All India Institute of Speech and Hearing
32. Journal of speech and hearing research
33. Journal of speech, language, and hearing research
34. Journal of Speech and Hearing Research and Education
35. The journal of speech and language pathology, applied behavior analysis
36. Journal of speech-language pathology and audiology
37. Language and Speech
38. Language, speech & hearing services in schools
39. Seminars in hearing
40. Seminars in speech and language
41. Seminars. Speech, language, hearing
42. Speech, hearing and language
43. Speech, music and hearing
44. Topics in language disorders
45. 21st Century Communication: A Reference Handbook
46. UCLA working papers in phonetics
47. WEB-SLS The European Student Journal of Language and Speech
48. Working papers in phonetics

49.   Working papers – Lund University, Department of linguistics, General linguistics, Phonetics

The figures in the table below refer to Cook Library holdings, which include materials purchased with funds from and belonging to USFSM. These figures were derived from reports provided by library on-line catalog systems maintained by the Florida Consortium for Library Automation (FCLA). Cook Library counts do not include un-cataloged items or temporary records. Items purchased with USFSM funds also have bibliographic records in the New College library on-line catalog.

COOK LIBRARY HOLDINGS

	2008-09	2009-10	Added	Withdrawn*	Held at end of FY 09/10
A.) Bound Volumes	285,897	279,206	5,431	12,122	279,206
B.) Paid current periodicals	952	938	0	14	938
C.) Free current periodicals	89	74	0	15	74
D.) Current newspaper subscriptions	Included in B & E				
E.) Current serials subscriptions	1,263	1,086	0	177	1,086
F.) Separate government documents	Included in A-E				
G.) Other Electronic Resources					
--Number of e-journals purchased	51,396	52,223	827	0	52,223
--Number of electronic reference sources (including databases)	787	806	20	1	806
--Cost of electronic sources	$4,513,910	$4,907,235	NA	NA	NA
--Number of e-books	281,927	443,189	161,262	0	443,189
--Number of business datasets	20	22	2	0	22

 *Cook Library conducted a "weeding" project this year to remove from the collection outdated works based on relevancy, timeliness, and misinformation.

INFORMATION TECHNOLOGY AND ELECTRONIC RESOURCES

USFSM's use of technology is fully integrated into its mission of delivering quality education. USFSM is committed to the use of advanced technologies in support of faculty instruction and student learning. Faculty and students are presented formal and informal

opportunities to receive training and support in a host of current technologies. USFSM students and faculty have access to computer resources both on-campus and in Cook Library.

At Cook Library, students have access to 21 computer workstations and six (6) laptop computers. Some workstations provide assistive software for students with disabilities. Wireless access is also available in the library, allowing students to use their own laptop computers.

Campus Computing and Academic Affairs at USFSM are responsible for the provision of technology access, support, development, and training to faculty, students, and staff.

Campus Computing

Campus Computing supports an advanced network of data, voice, video, and wireless technologies. Led by the CIO/Director of Campus Computing, the team consists of a (1) technology and support analyst, a network and server support specialist, four (4) information technology support specialists, and two (2) instructional lab assistants.
Campus Computing diligently manages the campus' technology infrastructure to ensure access 24-hours-a-day, seven (7) days-a-week. The purpose of this infrastructure is to help the institution achieve the objectives of its academic programs and contains the following elements:

- High-speed Network - gigabit switched Ethernet backbone.

- Wireless Network - complete coverage available with access seamlessly provided to all students and faculty. Wireless access is available at all campus internal and external spaces, off campus at the Cook Library.

- Smart Classrooms - internet access and network integrated audio-visual presentation technology in all classrooms provides for interactive learning and instruction.

- Specialized Classrooms - two (2) on-campus classrooms enhanced with videoconferencing technologies for synchronous instruction and learning.

- In-class, Real-time Support for Faculty - all on-campus classroom lecterns are outfitted with a "help button" to immediately notify technicians that technical assistance is needed in a particular classroom.

- Laptop Teaching Labs - three (3) wireless laptop labs, offering a total of sixty-six (66) computers, for infusion of technology into learning and instruction. Students have access to a variety of software on these laptops.

- On-Demand Delivery of Courses - recorded course content streamed to classrooms by an enhanced video-distribution system.

- Data Center - network servers provide all integrated computing services and data storage for students and faculty.

- Training Lab - sixteen (16)-station computer lab with network-integrated, audio-visual presentation technology for training faculty on the effective use of technology and students on the utilization of available technologies.

- Student Open-use Computing Areas - Twenty (20) computers are distributed across the campus with printing capabilities. These computers are also equipped with various software programs. Techs provide 72 hours of support per week.

- Laptop Check-out – Five (5) laptops, equipped with wireless capabilities are available for student checkout.

The offices of Campus Computing and Distance Education offer extensive training opportunities on campus for faculty, staff, and students throughout the academic year on hardware and software available at the institution. Students visit the full-service support area and open use lab space for assistance and support of the following:

- Setting up Wireless Access on their personal computers
- Resetting student login accounts
- Troubleshooting connectivity from their personal computers to on-line courses
- Tutoring on Microsoft Office
- Troubleshooting flash drives and other media
- Assistance with printing
- General computer help and "how to" tips

Campus Computing technical assistants respond to faculty and student technology issues through the Help Desk or by pushing the "Help" button in the classrooms that alerts the techs to problems. Faculty may request the instructional media or campus computing staff to sit in with them during Elluminate and videoconference classes. Faculty members and staff also provide instruction to students needing assistance with distance education technology in the individual classes.

Distance Education

Distance Education employs an Instructional Multimedia Developer and three OPS Distance Education Faculty and Student Support Specialists who support faculty, staff and students one-on-one and group instruction. Distance Education maintains online resources available at their website including tutorials on how to use tools within Blackboard. Distance Education coordinates with Student Services to deliver Blackboard and technology training to all incoming students via online orientation and face-to-face orientation.

Student support on how to use collaborative tools such as Elluminate Live is provided on the Distance Education website. Technical support from Distance Education staff during live Elluminate sessions ensures students can actively participate. GoToMeeting is another support tool that Distance Education utilizes to support students. This allows staff to screen-share and remote into the student's computer to explain features and guide the student on how to operate software effectively. Resources and contact information are available on the Distance Education website and through electronic flyers. Support is delivered to the distance learners through email, phone and GoToMeeting. Training for students includes how to effectively use software programs such as PowerPoint, Word, Excel, Google Documents, etc. Distance Education Specialists are frequent presenters and provide technical support during the first week of classes for online classes held in Elluminate Live.

To aid in the success of the faculty member in the online environment specialized training is provided during regularly scheduled trainings each semester. Trainings are typically conducted on campus, broadcast live on the internet, and also recorded for review after the session. Training for faculty members is also recorded and available online on a variety of topics such as using Respondus, open source applications, blogs, wikis, discussions boards, etc. Faculty led training is conducted every semester at the Distance Education Forum on a variety of best online practices such as "Tips for Online Instruction" and "Surviving in an Online Environment". These trainings are also recorded and available online to all faculty members.

7. PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

The proposed BS CSD-SLS program will have minimal impact on the physical facilities at USF Sarasota-Manatee. The two existing faculty members in Communication Science Disorders (who teach the courses in the non-degree course sequence) already have offices, computers, and related materials to support the development and teaching of the courses. A third faculty member, who will join the team in fall 2011, will acquire an available office space and a laptop computer.

USFSM is also well-equipped to support the on-line course delivery of the BS CSD-SLS program. USFSM has a team of highly qualified professionals dedicated to instructional technology and distance learning. These team members are available on-site to the SLS faculty for help with course design, technology support, and trouble-shooting.

8. FINANCIAL SUPPORT

*Provide a business plan that includes **all** of the following:*

- *a. a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus)*
- *b. projected revenues and expenditures and cash flow*
- *c. the amount of resources going to institutions or organizations for contractual or support services*
- *d. the operational, management, and physical resources available for the change.*

Provide contingency plans in case required resources do not materialize.

The College of Arts and Sciences, Communication Sciences and Disorders program will use existing resources for the proposed bachelor's degree. The following table provides a description of the current financial resources that will be used to support the program for year one.

Description	Budget Recurring	Budget Non-Recurring	Increase in Tuition Revenue
Faculty Salaries and Benefits	$89,100	$140,400	
Support Staff			
Library Expenses	$76,380		
Operating Expenses			
Other Personnel Services			
Graduate Assistantships			
Estimated Tuition Increase ($103.32 *36 credits * 100 in-state students)			$371,952
Total	$165,480	$140,400	$371,952

9. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

USFSM assesses its degree programs annually. Student learning outcomes are assessed with multiple measures to ensure program quality. This program's student learning outcomes will be assessed in the capstone course, SPA 4050, Introduction to Clinical Processes. Assessment

results are reviewed and analyzed by program faculty. Faculty members in each program provide a narrative of how they will use the results for program improvement to the Dean. The Dean responds in the academic assessment report, addressing the assessment results and use of results for each student learning outcome. The BS CSD-SLS program follows the same procedures for ensuring the quality of the degree program and has developed an assessment plan (see Appendix 7: BS Communication Sciences and Disorders Assessment Plan) that is in place for the 2011-2012 academic year.

A minimum of 25 hours of observation of treatment and diagnostic sessions for a variety of disorders for clients across the life span and from different cultural backgrounds is required in the capstone course. Students complete therapy plans and client reports that will be used to assess each student learning outcome in the degree program.

APPENDICES

1. USF BOT Approval Consent Agenda Item FL 109

2. Florida BOG Policy 1.001 University Board of Trustees Powers and Duties

3. USF System Authorization of New Degree Programs 10-036

4. USF System Academic Program Review 2007-2014

5. Faculty Roster

6. Library Agreement

7. BS Communication Sciences and Disorders Assessment Plan